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ABSTRACT

A national survey by the Higher Education Panel of the American Council on Education was conducted to provide some insight into what is happening in undergraduate international studies. Important features of international studies as they appear at a large stratified national sample of institutions are enumerated. These features are foreign language requirements, study abroad programs, internationally oriented majors and minors, the role of international studies in general education, on-campus administration of international studies, and internationally focused library resources. The availability and emphases of international studies vary widely among institutions of higher education, with marked differences in the patterns displayed by four- and two-year institutions. Information is provided in two parts (international studies at four-year institutions and international studies at two-year colleges) with a focus on academic programs, administrative characteristics, and opinions about international studies. There appears to be greater involvement in and support for international studies in the four-year sector than among two-year colleges. Two appendices provide the survey instrument and technical notes. The report contains 29 tables and 20 figures. (SM)

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International Studies for Undergraduates, 1987 Operations and Opinions

Charles J. Andersen

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International Studies for Undergraduates, 1987
Operations and Opinions

Charles J. Andersen

with Foreword by
Richard D. Lambert
Director, The National Foreign Language Center
at The Johns Hopkins University

Higher Education Panel Reports
Number 76 September 1988

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This survey was developed by Dr. Richard D. Lambert, professor emeritus of the University of Pennsylvania, and currently director of The National Foreign Language Center at The Johns Hopkins University. Dr. Lambert is the director of ACE's national study of undergraduate foreign language and international studies programs, under whose sponsorship this Higher Education Panel survey was carried out. Also assisting in the study's development was Barbara Turlington, ACE director of international education.

The Ford Foundation, Exxon Education Foundation, and the Pew Charitable Trusts are due special thanks for their financial support of the national overall study, of which this survey is a part.

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FOREWORD

Richard D. Lambert
Director, The National Foreign Language Center at The Johns Hopkins University

This special Higher Education Panel (HEP) survey is part of a larger study of international education at the undergraduate level in American higher education undertaken by the American Council on Education (ACE). The data herein presented enumerate important features of international studies as they appear at a large stratified national sample of institutions. These features are: foreign language requirements, study abroad programs, internationally-oriented majors and minors, the role of international studies in general education, on-campus administration of international studies, and internationally-focused library resources. In addition, a survey of presidential attitudes toward international studies is reported, and institutional wish lists of how new monies might be allocated among the various aspects of international studies are summarized.

The purpose of this survey was both to provide a cross-sectional snapshot of what is happening nationally in international studies, and to serve as a frame onto which additional extensive detailed data from a purposive sample of forty institutions can be anchored.

This HEP report presents a good deal of formerly unavailable detail on a number of aspects of international studies: for instance, language requirements are specified for particular majors; consortial arrangements are specified by function; and presidential general endorsements of the importance of international studies are tempered by forcing a comparison with a number of other current educational goals. Further, all of the data are presented by broad institutional categories; first separating four- and two-year institutions, then breaking the four-year institutions into ACE's familiar categories of research universities, comprehensive institutions, and baccalaureate colleges.

Enumerations of institutions that report this or that feature of international studies take us only so far, however. For one thing, questions about which institutions have what combination of features of international studies are not answered. What does a typical international studies profile of a baccalaureate institution look like, for example? Second, the variations among institutions within categories is immense. The overall characteristics of a class of institutions, say, comprehensive universities, may be a poor guide to what is happening in any one comprehensive university. And third, simple enumerative data must be put into the richer context of more detailed information about what individual institutions do and think. For that more specific, more interpretive discussion of international studies, the reader is directed to the fuller national survey. Nonetheless, this HEP report provides valuable cross-sectional data on international studies that are not otherwise readily available.

HIGHLIGHTS

The availability of international studies and emphases thereon vary widely among institutions of higher education, with marked differences in the patterns displayed by four- and two-year institutions. The mission, purpose, and clientele of the latter are frequently quite different from those of universities, comprehensive institutions, and baccalaureate colleges, and, in general, their involvement in international studies is not as great. Consequently, the two sectors are treated separately throughout this report.

International Studies at Four-year Colleges and Universities

- Foreign language requirements for admission to college were found at one-third of the four-year institutions. Foreign language requirements for a bachelor's degree were reported by two-thirds of the four-year colleges and universities.
- Internationally oriented courses such as world history and cultures were required as part of the General Education program at three-quarters of the four-year colleges and universities.
- Study abroad programs were operated by two-thirds of the four-year colleges and universities.
- Consortial arrangements among institutions of higher education covering international programs involved half of the four-year institutions.
- Grants and/or contracts for international studies in the last five years were reported by one-half of the four-year colleges and universities.
- Specially designated administrators with responsibilities for internationally oriented activities were found at seven-eighths of the four-year institutions. "Foreign student services" was the most frequently identified responsibility of such administrators.
- Increases in the last five years in—

  —hiring of new faculty with international expertise,
  —international course offerings,
  —libraries' international collections,
  —opportunities for study abroad, and
  —opportunities for faculty travel abroad

  were reported by more than half of the four-year institutions.
- The acquisition of a knowledge and understanding of international affairs was deemed **very important** to the education of the students by presidents or chief academic officers at two-thirds of the four-year institutions.
- The ability to use English well was deemed more important than the promotion of international knowledge and understanding by senior officials at 6 out of 10 four-year colleges and universities.
- Preparation for a job was rated more important than international understanding by officials at one-eighth of the four-year colleges and universities.
- The development of new internationally oriented courses would have received financial support from seven out of ten of the institutions' leaders if they had been given an additional $100,000 for international studies. The same proportion of institutions (seven out of ten) would have used some of the additional funds to expand study abroad opportunities.

International Studies at Two-year Colleges

- Foreign language requirements for admission were reported at less than five percent of the two-year colleges. A foreign language requirement for the associate degree was reported by one-eighth of these institutions.
- General Education programs at half of the two-year colleges required some internationally oriented courses.
- Study abroad programs were operated by one-eighth of the two-year colleges.
- Consortial arrangements among institutions covering international programs involved one out of eight two-year colleges; grants and/or contracts for international studies were reported by one out of ten.
- Specially designated administrators with responsibilities for internationally oriented activities were reported by about one-third of the two-year institutions; three-quarters of these institutions reported having an administrator for "foreign student services."

- The acquisition of a knowledge and understanding of international affairs was judged **very important** by the presidents or chief academic officers at nearly half of the two-year colleges.
- The ability to use English well was deemed more important than the promotion of international knowledge and understanding by leaders at three-quarters of these institutions.
- Preparation for a job was rated more important than international understanding by officials at one-half of the two-year colleges.
- If each institution had an additional $100,000 to use for international studies, the leaders at three-quarters of the two-year colleges would use at least some of the funds to hire faculty with special international expertise, and to increase their libraries' international collections.

INTRODUCTION

This survey was undertaken by the American Council on Education as part of a broad review of international studies at colleges and universities. The overall study, under the general direction of Richard Lambert, has been generously sponsored by the Ford Foundation, Exxon Education Foundation, and the Pew Charitable Trusts.

Growing concern about Americans' knowledge of the international scene—from simple geography to the international balance of payments—has directed attention to the extent and quality of international awareness that today's educational establishment is providing. This study is an effort to provide some insight into what is happening in undergraduate postsecondary education.

The survey was conducted through the Higher Education Panel (HEP), an ongoing survey research program of the American Council on Education since 1971. Questionnaires were completed by senior administrators at nearly 400 colleges and universities (74 percent of a 541 institution sample). Responses were statistically adjusted so that results are generally representative of American colleges and universities that offer undergraduate instruction.

Two questionnaires were sent to each institution. One requested information about degree requirements, offerings, administrative organization, and recent program changes. An accompanying letter requested that it be completed by the campus officials—most frequently a director of international programs or dean of studies—directly concerned with the operation of the international programs on the campus.

The second questionnaire was directed to the institution's president or chief academic officer. His or her opinion concerning the importance of international knowledge and understanding was solicited as well as an indication of how additional funds might be spent at the institution to strengthen an international studies program. About two-fifths of the responses to this part of the survey came from the presidents; another two-fifths came from academic vice-presidents and provosts; the remainder, from other officials, including the directors of international programs, research directors, and administrative officers.

The questionnaires were mailed in late June 1987. By mid-October, 398 responses had been received, or 74 percent of those surveyed.

Data from respondents were statistically adjusted using the Panel's stratification design and the weighting technique described in Appendix B. This adjustment means that the report's findings can be interpreted as generally descriptive of the nation's 2,600 colleges and universities that offer liberal arts and general baccalaureate and two-year transfer programs.

The text of the report is followed by the detailed tables from which the findings are drawn. Appendix A includes a facsimile of the survey instrument. Appendix B includes a description of the stratification design, weighting procedure, and response rates.

FINDINGS

This survey reveals wide differences in the involvement of institutions in international studies. Academic requirements and program offerings at two-year institutions are generally much more limited than at colleges and universities with four-year programs. Therefore, this discussion will treat survey results from the two sectors separately.

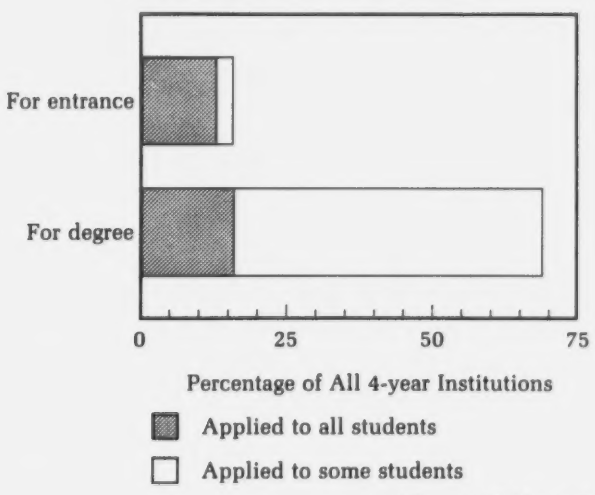
PART I—International Studies at Four-year Institutions

ACADEMIC PROGRAMS

Admissions Requirements

Most students did not need any experience with one of the major components of international studies—foreign languages—in order to enter college in 1986. Five out of six (84 percent) of the nation's four-year institutions did not have a foreign language requirement for admission (see Figure 1). Although approximately one-third of the research universities and one-eighth of the comprehensive and baccalaureate colleges **did** report such a requirement, it did not apply to all students. This was especially true at research universities, only one-fifth (22 percent) of which required some foreign language of all entering students. At institutions that did have a requirement, two years of high school foreign language training was the most frequently reported requirement.

FIGURE 1
Percentage of Four-year Institutions with Foreign Language Requirements



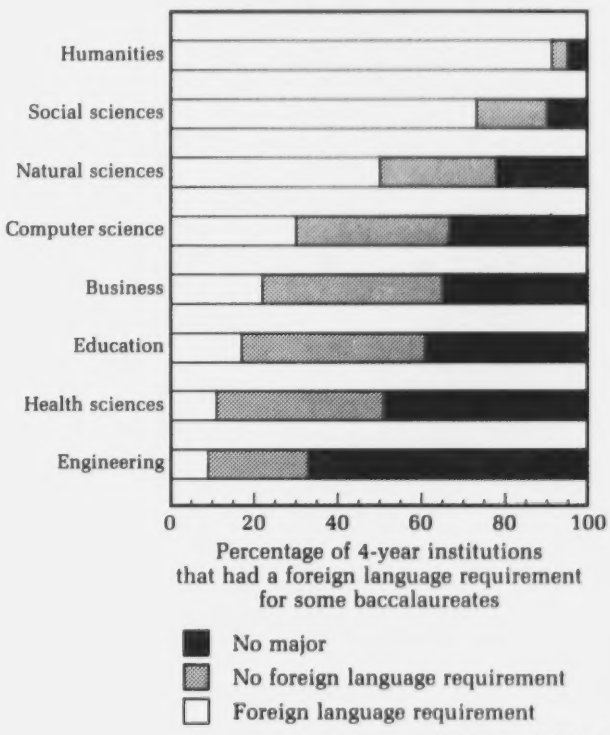
Reference: Tables 1, 3

Language Requirements for Baccalaureates

At two out of three four-year institutions, some or all students had to meet a foreign language requirement for the baccalaureate. At one college out of six, **all** students had to meet it; at just over half of the institutions, **some** students, depending on their major or school within the university, had to complete a foreign language requirement.

At one-third of the institutions with the requirement for all students, 1 to 2 semester equivalents were needed; at another third, three or more semester equivalents were required. The remaining third reported varied requirements including options among course-

FIGURE 2
Percentage of Four-Year Institutions with Foreign Language Requirements for Some Baccalaureates, by Selected Academic Areas (Percentage of All Institutions)



Reference: Table 5

work and tests, different coursework levels, and even study abroad.

Among the institutions that had language requirements for only some students, ninety percent reported that humanities majors had to fulfill them. None of the seven other groups of majors listed on the questionnaire showed such a high level of language requirements. Three-quarters of the institutions required foreign language study of social science majors; half had requirements for the natural sciences; one-fifth for undergraduate business majors; and only one-sixth required language training of education majors (see Figure 2). The requirement most frequently reported was 3 or more semester equivalents.

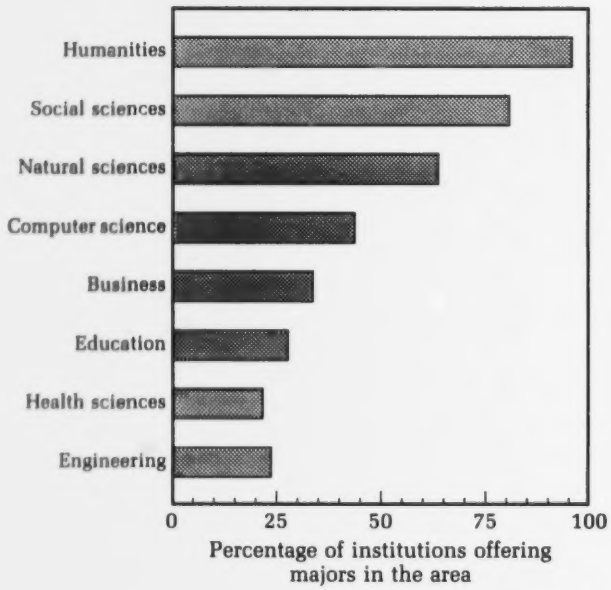
If these data are retabulated to show institutions with language requirements as a percentage of only those institutions offering majors in a given academic area, e.g., humanities, social sciences, etc., all of the percentages increase as shown in Figure 3. Humanities majors at nearly all institutions offering a humanities major have to meet some sort of foreign language requirement. Social science majors at eight out of ten institutions offering baccalaureates in the social sciences were required to have some foreign language exposure, and at two-thirds of the institutions offering majors in the natural sciences, students majoring in that area had to meet language requirements in order to earn a baccalaureate.

These figures probably overstate the language requirements somewhat, because a number of the institutions indicated that the requirements they were reporting applied only to those students who were working toward a bachelor of arts, not a bachelor of science degree.

General Education and International Studies

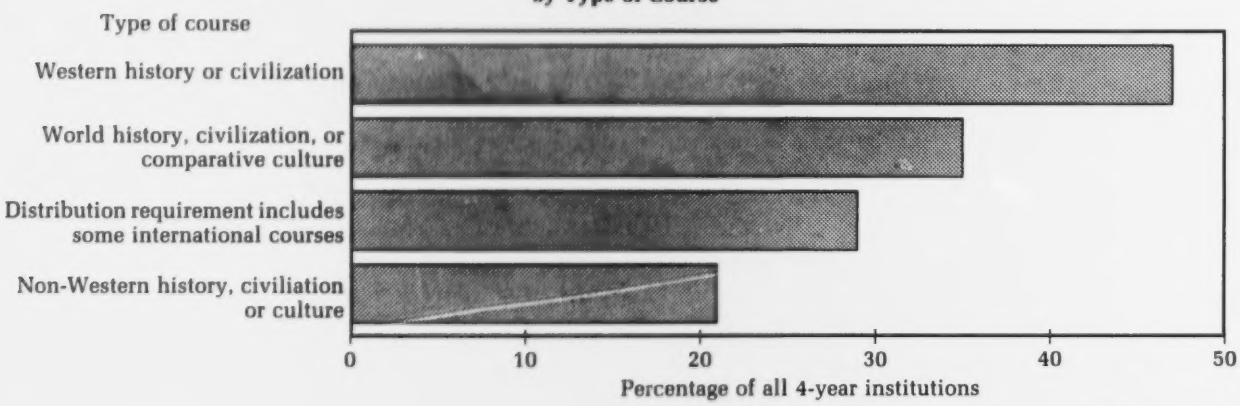
Approximately three-quarters of the 4-year colleges and universities reported that they had some sort of international content in their general education requirements. Nearly half of all four-year institutions (47 percent) reported requiring a course in Western history or civilization. One-third required world history/culture/civilization courses, and three out of ten said that their

FIGURE 3
Percentage of Four-Year Institutions with Foreign Language Requirements for Some Baccalaureates, by Selected Academic Areas (Percentage of Institutions with Majors)



Reference: Table 5

FIGURE 4
Percentage of Four-year Institutions with Internationally Oriented General Education Requirements, by Type of Course



Reference: Table 6

general education distribution requirements included some international courses. Two in ten required non-Western history, civilization, and/or culture (see Figure 4).

Majors in International Specialties

Majors in one or more international specialty areas were offered by three-quarters of the universities, half of the comprehensive colleges, and one-third of the baccalaureate colleges, for a total of 44 percent of all four-year institutions. An additional 11 percent offered only minors in international specialties.

Thirteen specialties were identified on the survey questionnaire; they included eleven geographic regions and two general subject matter areas. One of these latter, "international relations and international studies, general", was offered as a major by more institutions than any other—nearly two-thirds of the institutions that offered at least one international major. The second most frequently cited specialty was Latin America; over one-quarter of the institutions with international studies majors offered it.

Majors in the other specialties were reported by less than 20 percent of the institutions. Eighteen percent reported majors in European studies. Majors in Asian studies were offered by an estimated 100 institutions, with fewer reporting majors in the more specific areas such as Southeast Asia and South Asia (see Figure 5).

Survey participants were asked to report the number of 1986–87 degree completions for each area in which a major was offered. However, too few respondents gave information to yield reportable results.

A specialty that has recently attracted wide attention is international trade and/or business which, although not listed on the questionnaire, was specifically identified as an additional specialty more frequently than any other "write-in" field. Responses indicate that over forty institutions—mostly comprehensive universities—offer such majors. However, that is probably an underestimate. Some institutions may have similar programs organized within their business administration departments or schools that were not identified by the specialists in international studies who completed these questionnaires.

Knowledge of an area's language was required in about three-quarters of the major programs identified in the survey, but the percentages varied rather widely when the area specialties and institutional types were considered. The university sector showed the highest percentages of programs with language requirements in most of the non-European programs; comprehensive institutions led in the European/Western Hemisphere areas.

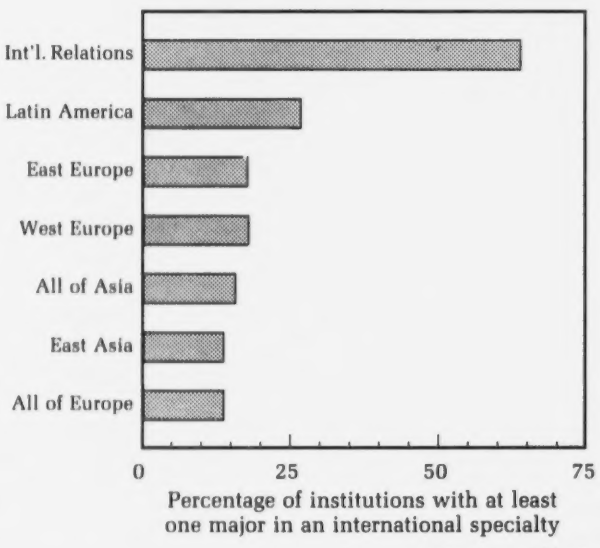
Minors in International Specialties

Institutions were also asked to indicate in which specialties they offered minors. In most areas, more institutions offered majors than minors. However, in South Asia and Southeast Asia, the reverse was true, with twice as many instititutions reporting minors as majors. Similarly, in African studies there were half again as many institutions with minors as majors. And minors in Latin American studies were reported by nearly 200 institutions in contrast to the 150 that offered majors.

Study Abroad

Most four-year colleges and universities (63 percent) operated study abroad programs. Of these, two-thirds (66 percent) conducted programs in England. About half operated in either France (56 percent) or Spain (49 percent); one-third in West Germany (37 percent); and 46 percent in other Western Europe locations. Programs in Mexico and East Asia (China, Japan, Korea) were operated by about one third of the four-year colleges. In none of the eight other areas listed on the questionnaire were so many institutions involved (see Figure 6).

FIGURE 5
Percentage of Four-Year Institutions Offering Majors in International Studies, by Selected Specialty Areas



Reference: Table 9

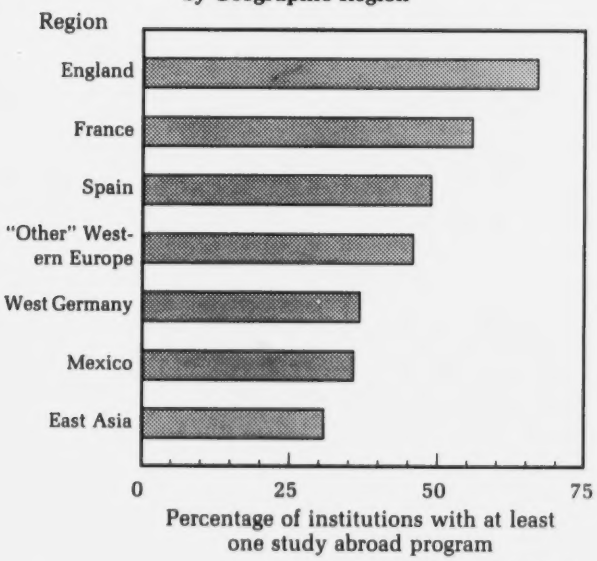
It should be noted that other institutions may have participated in study abroad programs through consortial arrangements. Furthermore, students from colleges that did not actually operate a study abroad program may have studied abroad through a program run by one of the 800 institutions that did.

In most of the geographic areas identified, a larger proportion of institutions operated programs for the summer or for one term than for the academic year. However, programs in East Asia were more frequently for the longer periods. Sixteen percent reported academic year programs; ten percent, summer or one term.

About two-thirds of the study abroad programs were operated so as to break even financially. Five percent of the institutions reported that they operated with a surplus, and nearly one-quarter reported subsidizing the programs.

The study abroad experience is one that a relatively small number of students have, even though most institutions operate such programs. Three-quarters of the institutions reported that less than 10 percent of their baccalaureate recipients in the past five years had studied abroad. Four percent of the institutions—but no university—reported that a majority of their graduating students had had a study abroad experience.

FIGURE 6
Percentage of Four-Year Institutions Operating Study Abroad Programs, by Geographic Region



Reference: Table 12

Foreign Periodicals

Nearly half (48 percent) of the responding 4-year institutions reported that their library subscribed to less than 25 newspapers or periodicals that were published abroad; most of these were the smaller baccalaureate institutions. About one-fifth of the institutions reported subscribing to 100 or more foreign publications; most of these were research universities and larger comprehensive institutions. Another one-fifth subscribed to 25 to 100 foreign journals, and one-tenth did not answer the question at all.

ADMINISTRATIVE CHARACTERISTICS

Consortia and Cooperation

Half of the nation's 4-year colleges and universities have consortial arrangements with other institutions involving international programs. The arrangement most frequently cited—by seven out of eight consortia members—involved study abroad. Teaching of foreign languages and of other international studies courses were, respectively, the second and third most frequently cited purposes for consortial arrangements (see Figure 7). International technical assistance involved one-eighth of all the 4-year institutions that participated in consortia, including almost half (45 percent) of the research universities that were consortia members.

About one in ten institutions participated in consortial arrangements for maintaining library collections for international studies, and six percent indicated consortial arrangements for the acquisition of books and/or periodicals. It is not known if these cooperative collections were considered when respondents answered the question concerning foreign newspapers and periodicals.

Cooperative arrangements outside of academe were less frequently found than consortial arrangements. One institution out of eight (13 percent) had some formal relationship between local business and its undergraduate foreign language and/or international studies programs. As one might expect, research universities were most likely to have this kind of cooperation (25 percent). Seven percent of the baccalaureate colleges indicated having such arrangements.

Grants and Contracts

Grants and contracts for international studies in the last five years were reported by nearly half of the

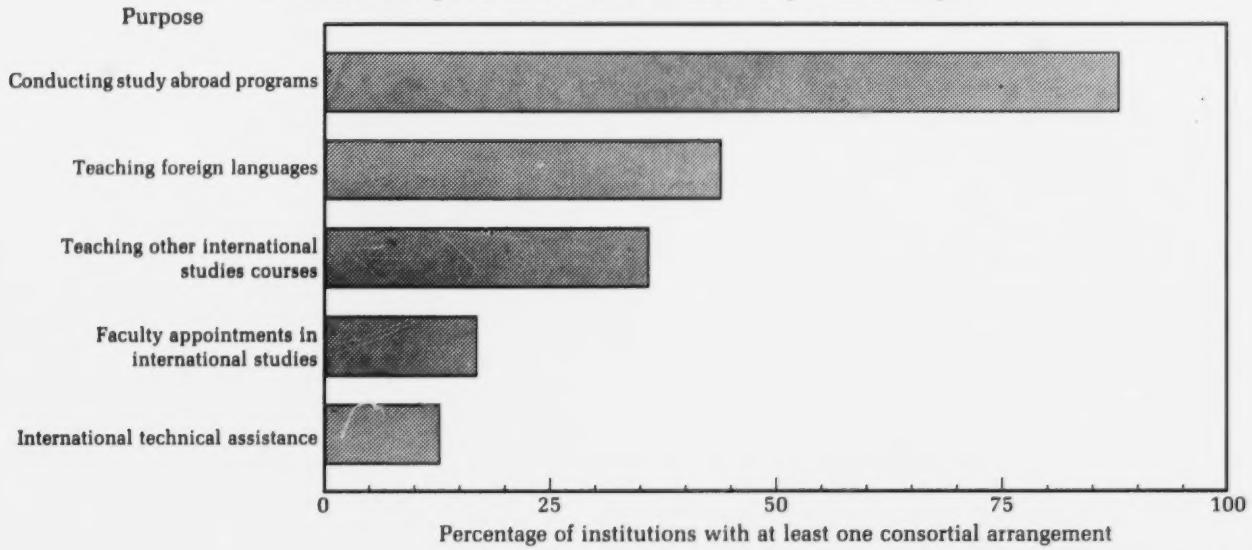
4-year institutions. The most frequently cited sources for such funding were private foundations and individual donors. Each provided support to four out of 10 of the institutions that reported having had some grants and/or contracts for international studies (see Figure 8).

Three-quarters of the research universities reported grant/contract activity in contrast to one-third of the baccalaureate institutions and two-thirds of the comprehensive institutions.

In the university sector, federal programs figured prominently; about half of the universities received support from the Agency for International Development (AID), U.S. Department of Education (ED), and U.S. Department of State/U.S. Information Agency (USDS/USIA). However, an even larger proportion (69 percent) received grants and/or contracts from private foundations.

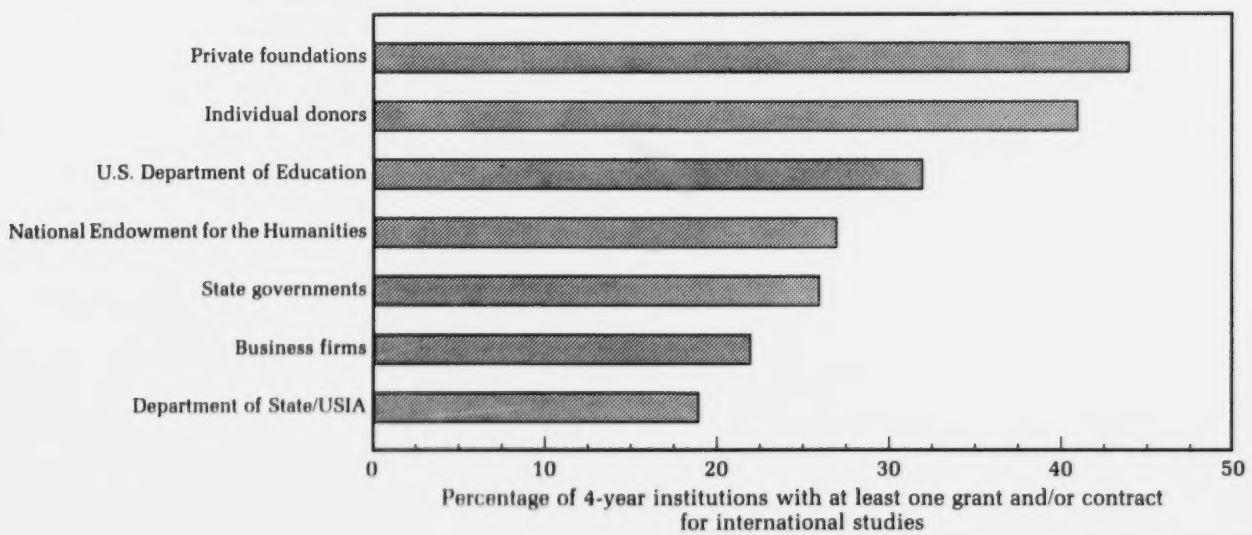
Comprehensive institutions with grants and/or contracts most frequently reported state governments

FIGURE 7
Consortia Participation of Four-Year Institutions, by Selected Purposes



Reference: Table 17

FIGURE 8
Selected Sources of Grants and/or Contracts for International Studies



Reference: Table 20

(44 percent) as sources of support for international studies. Among baccalaureate colleges, private donors were most frequently cited, with 41 percent of the colleges reporting support from that source. The frequency of support reported here should not be confused with the size of grants/contracts; that is a separate issue that was not addressed in this survey.

Administration of International Programs

About eight out of ten of the nation's four-year institutions had at least one specially designated administrator who was responsible—either part-time or full-time—for some activity in the international studies area. At eight out of ten of those institutions (84 percent), an administrator was responsible for "foreign student services." Seven out of ten of the institutions had at least one specially designated person responsible for study abroad programs; six out of ten, for all foreign language instruction; and half, for institutional linkages abroad (see Figure 9).

Figure 10 shows that most of the administrators responsible for these activities were budgeted on a part-time basis. Foreign language instruction was the only exception. In all likelihood at some institutions, a single individual may have performed two or more of these functions—each on a part-time basis. However, the survey did not attempt to determine if there were such combinations, or obtain "unduplicated headcounts" for international studies administrators.

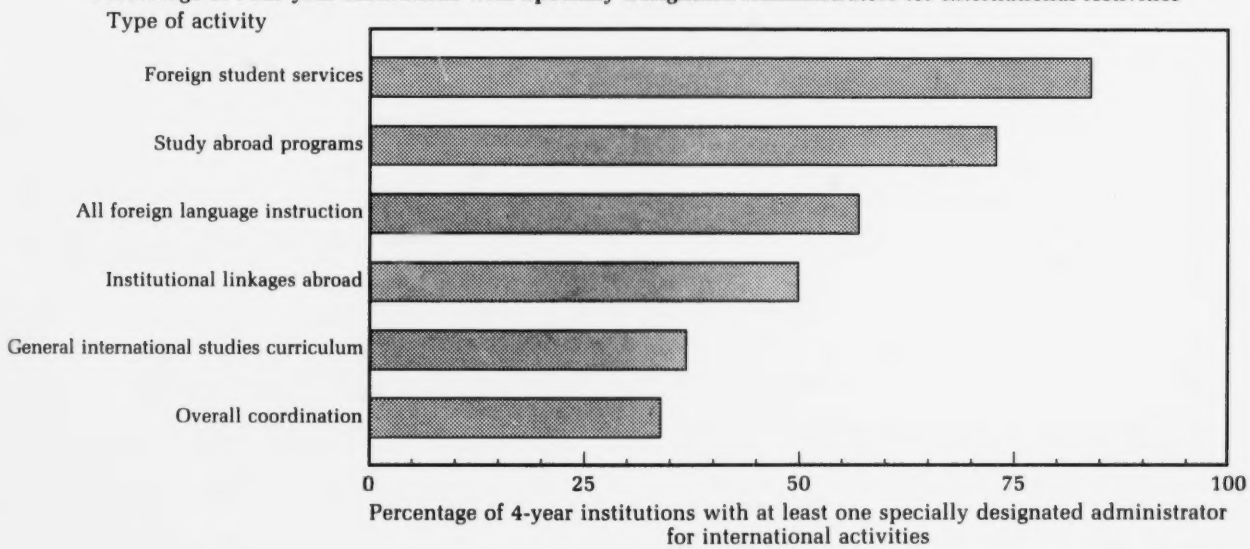
Coordination of all international education activities (including curriculum) was the specific responsibility of an administrator at three out of ten (34 percent) of the institutions that had at least some specifically assigned administrative support for international activities. Three-quarters of the universities with such coordinators reported that they were budgeted full-time. However, at the remainder of the four-year institutions with such coordinators, the full/part-time proportions were reversed. Only one-quarter of the coordinators were budgeted full-time and three-quarters, part-time. Size and type of institution may make a difference.

Recent Increases in International Studies Activities: Academic Years 1982–1987

Nearly half of the four-year institutions have had increases in the number of regularly enrolled foreign students in the last five years. An even larger proportion (two-thirds) reported increased opportunities for U.S. students to study abroad. Increased opportunities for faculty travel abroad were reported by half of the four-year institutions.

In the area of curriculum development, a little over half of the institutions have increased the number of international courses they offer, hired new faculty with international expertise, and increased the size of the international collection in their libraries. Just under half (49 percent) report having increased the integration of international materials into regular

FIGURE 9
Percentage of Four-year Institutions with Specially Designated Administrators for International Activities



Reference: Table 22

courses. (This appears to confirm the findings reported in another ACE report, *Campus Trends, 1987* (HEP Report No. 75), which showed that about two-fifths of the four-year institutions are increasing or have recently increased attention to international matters in their curriculum.[1])

In the last 5 years, increased language requirements for admission have been adopted by about 100 four-year colleges. Twice that number (about 200 institutions) have increased their language requirements for a baccalaureate. While these numbers are small proportions of all four-year institutions (8 and 16 percent respectively), they represent about half of those institutions with foreign language requirements for admission and over one-fifth (23 percent) of those with foreign language requirements for completion of the baccalaureate.

One-third of the four-year colleges and universities reported increases in the number of non-Western languages taught in the last five years. One-third of the institutions have increased the number of international majors and minors offered during the same period.

There were increases in the number of technical assistance contracts at three out of ten research universities, but at less than 5 percent of the comprehensive and baccalaureate institutions.

Formal linkages with institutions abroad have increased recently at two-fifths of the four-year colleges and universities. From the survey data, it is not possible to describe the nature of these linkages—some probably involve study abroad activities—but increased formal contact between 44 percent of the nation's four-year colleges and foreign institutions would seem to represent a significant widening of horizons.

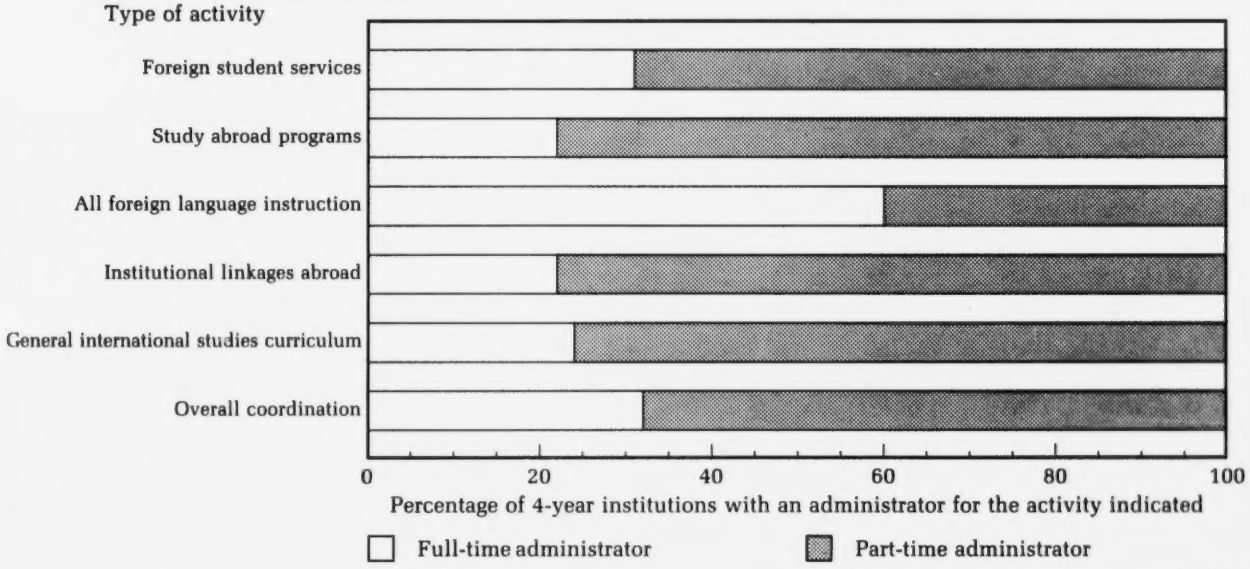
[1]Elaine El-Khawas, *Campus Trends, 1987* (Washington: American Council on Education, 1987), p.21.

OPINIONS ABOUT INTERNATIONAL STUDIES

Presidents and other senior academic officials at two-thirds of the four-year institutions thought that "the acquisition of a knowledge and understanding of international affairs" was "very important" to the education of their students. Respondents from one-fifth of the colleges thought it to be "moderately important." None indicated that it was "not important" (see Figure 11).

When these academic leaders were asked to contrast the importance of "the promotion of international knowledge and understanding" with several other academic or instructional outcomes, four out of five indicated that a knowledge of American history, an understanding of the Western heritage, the ability to use English well, familiarity with the natural sciences and acquiring basic skills in mathematics were equally or more important (see Figure 12). Half thought that computer literacy and preparation for a

FIGURE 10
Full/Part-time Status of International Administrators at Four-year Institutions



Reference: Table 23

job were equally or more important than international understanding.

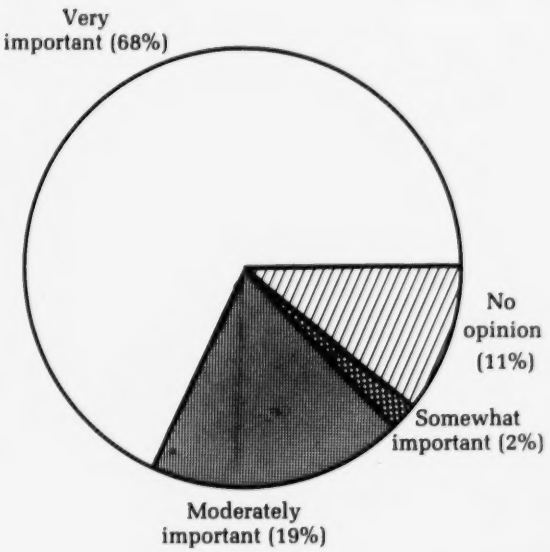
Figure 12 shows also the proportions of respondents who felt that the outcomes were **more** important than international knowledge in contrast to those that felt they were **equally** important. The ability to use English well and basic skills in mathematics were the two outcomes deemed **more** important by the largest number of respondents.

"What-if" Funding

A final question on the survey asked the academic leaders how they would spend an additional $100,000 per year (on a long term basis) to support international studies. The questionnaire provided a list of 11 activities ranging from the hiring of faculty with international expertise to increasing the library's international collection. Respondents were asked to divide "their additional $100,000" among those 11 options.

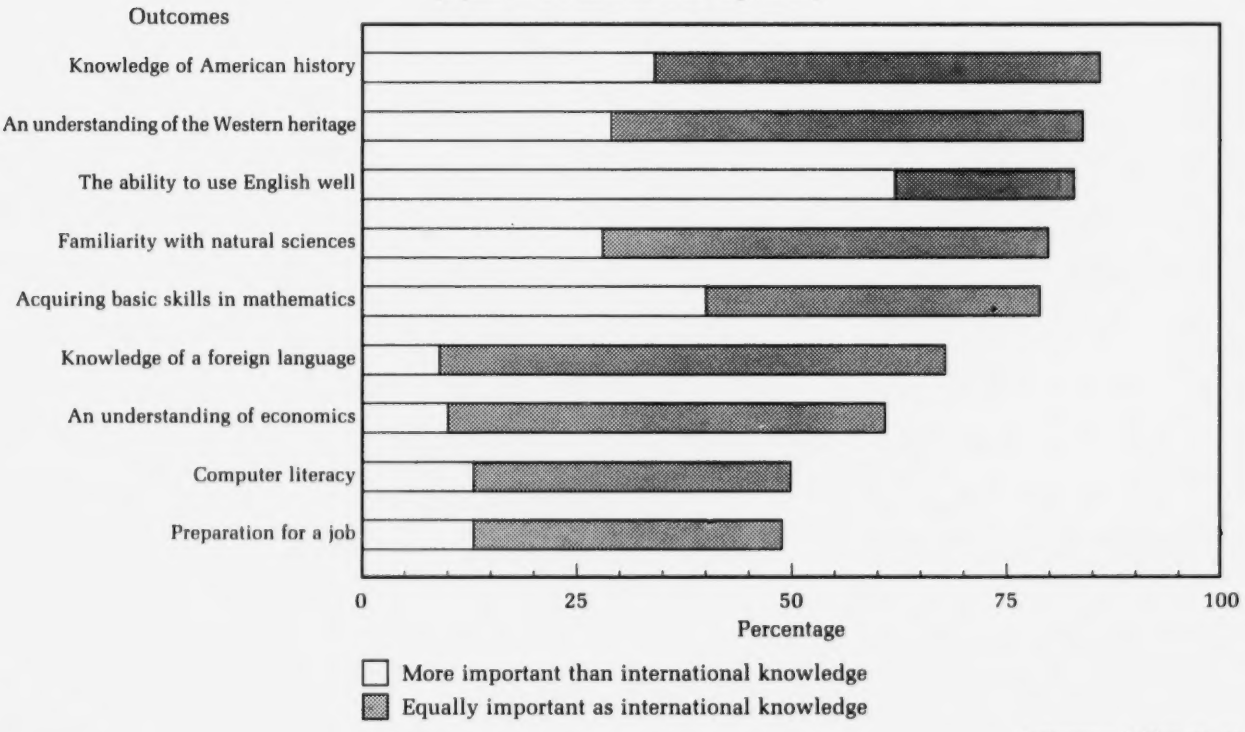
If the $131 million that would have been required to fund such a proposal at four-year institutions were split according to the expressed wishes of the respondents, two-fifths of it would go for faculty-related

FIGURE 11
Senior Officials' Opinions on the Importance of International Affairs (4-year Institutions)



Reference: Table 25

FIGURE 12
Importance of Selected Educational Outcomes Compared to International Knowledge (4-year Institution Leaders' Opinions)



Reference: Tables 26, 27

purposes—21 percent to hire faculty with international expertise, 11 percent for faculty to work abroad, and 11 percent to hire additional faculty for foreign language instruction (see Figure 13).

Student support would account for one-fifth of the funds, with 13 percent going to expand study abroad opportunities and 7 percent to expand foreign student enrollments.

Curriculum development would take another one-fifth of the funds; nine percent to create internationally-oriented courses, seven percent for libraries' international holdings, and another six percent to sponsor conferences and lectures.

Administrative activities would use fifteen percent of the $131 million. Eight percent would be used to hire staff for building an administrative organization for international education, and seven percent would be used to increase technical assistance activities and linkages with foreign institutions.

Frequency of Allocations

The frequency with which respondents allocated some—any or all—funds to expenditure items shows priorities that are somewhat different from those implied by the distribution of the total imaginary $131 million just described. Hiring of faculty, the purpose that would have used the largest share of the imaginary funds, was also among the most frequently cited expenditure purposes. Two out of three respondents allocated funds to it. However, essentially the same proportion of respondents would have spent something on the development of new internationally-oriented courses, the expansion of study abroad opportunities, and the support for faculty to work abroad (see Figure 14).

Obviously, these percentages are not additive, hence grouping by broad categories is not shown. However, the three purposes classified "Administration" were targeted for allocations less frequently than the others. Four out of ten of the responding officials would have spent some funds to increase their linkages with foreign institutions, one-third would have hired staff to build an administrative organization on campus for international education, and one in six would have used some of the funds to pay for technical assistance activities.

PART II—International Studies at Two-year Institutions

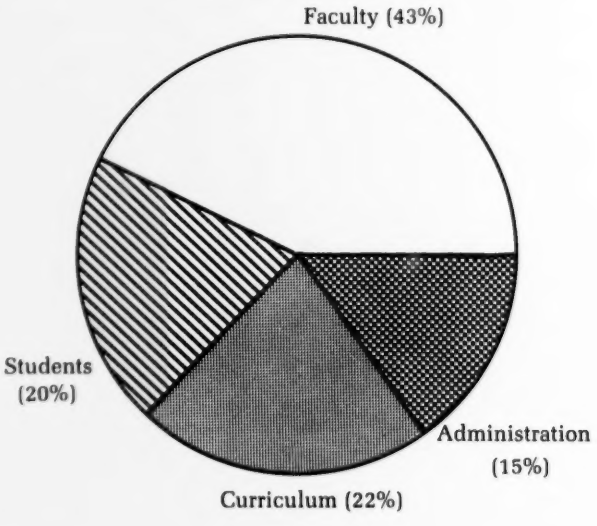
ACADEMIC PROGRAMS

Most two-year institutions are community colleges, and provide career training, adult and continuing education in addition to associate degree and bachelor's degree transfer programs. With such a broad mission, it is to be expected that few of these institutions would have foreign language requirements for either entrance or completion of studies. Less than 50 institutions are estimated to have a foreign language entrance requirement, and less than two hundred (out of 1,311 institutions), any foreign language requirement for the completion of studies.

However, close to one-half of the two-year institutions (46 percent) reported some international content in their general education requirements. Of these, three-quarters required course work in Western history or civilization; two-fifths, in world history, civilization, or comparative culture. One-quarter had distribution requirements that included some international courses, and one-quarter required courses in non-Western history, civilization, or culture (see Figure 15).

One-eighth of the two-year institutions (12 percent) reported sponsoring study abroad programs. More such programs were located in England than in any other part of the world. However, about two

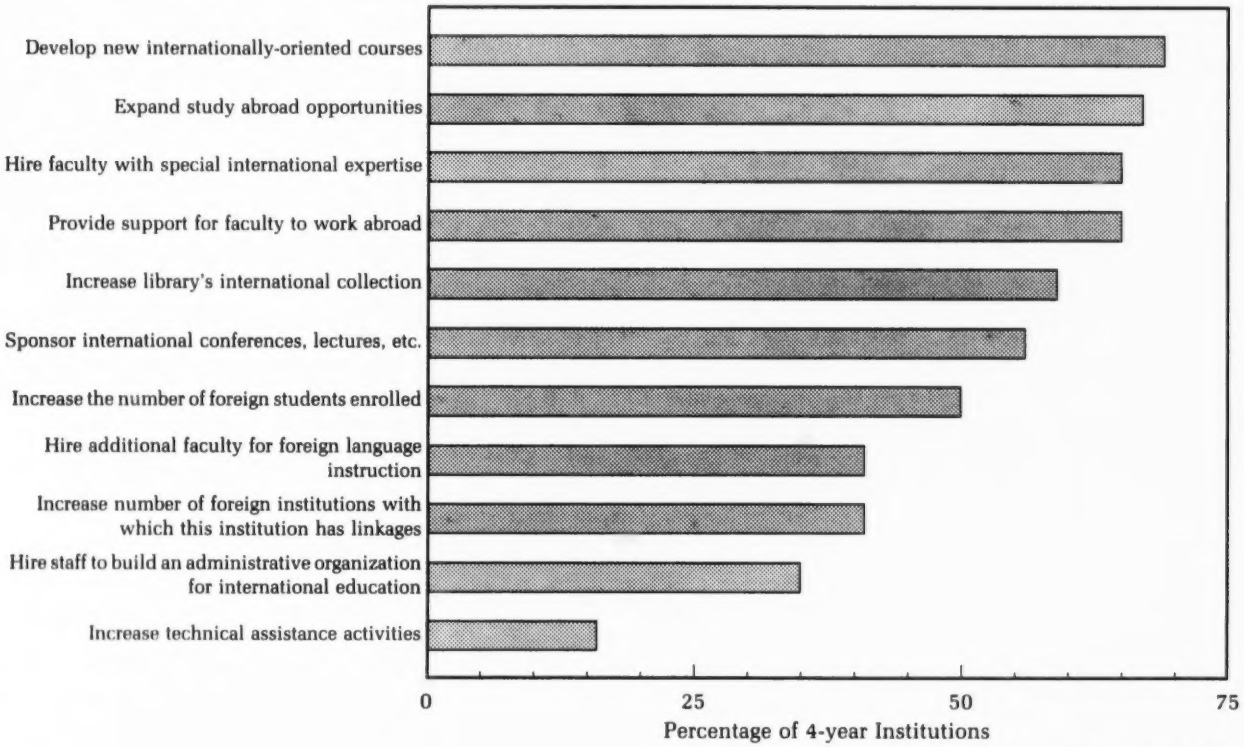
FIGURE 13
Proposed Distribution of Additional Funds for International Activities (4-year Institutions)



Reference: Table 28

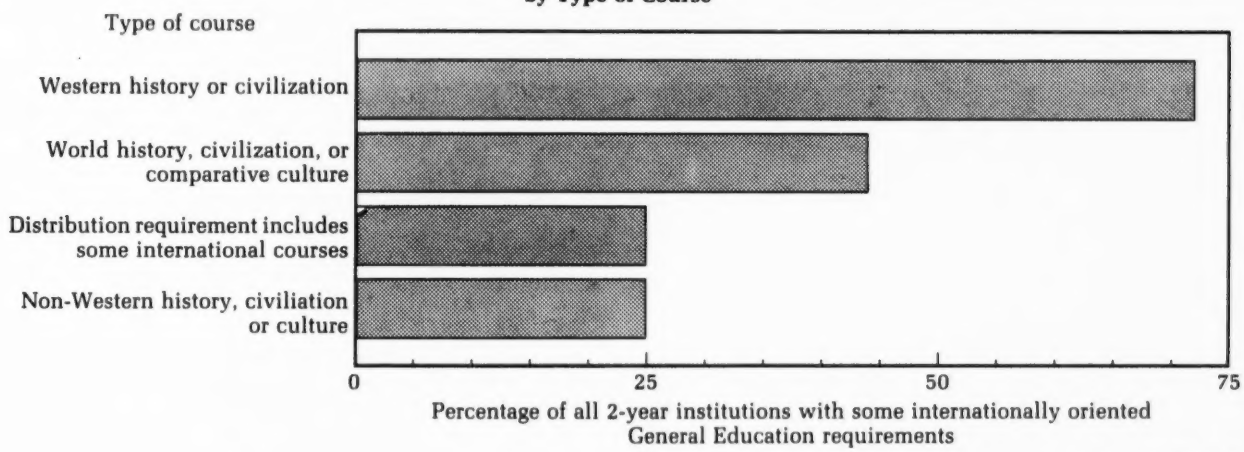
dozen institutions have programs in the Far East. The infrequent incidence of study abroad programs in the two-year sector was confirmed by responses to the question concerning study abroad experience of recent graduates. All of the two-year institutions reported that, of the students who earned associate degrees in the past five years, less than 10 percent had studied abroad.

FIGURE 14
Percentage of Four-year Institutions That Would Use Additional Funds for Selected International Purposes


Develop new internationally-oriented courses
Expand study abroad opportunities
Hire faculty with special international expertise
Provide support for faculty to work abroad
Increase library's international collection
Sponsor international conferences, lectures, etc.
Increase the number of foreign students enrolled
Hire additional faculty for foreign language instruction
Increase number of foreign institutions with which this institution has linkages
Hire staff to build an administrative organization for international education
Increase technical assistance activities
0
25
50
75
Percentage of 4-year Institutions

Reference: Table 29

FIGURE 15
Percentage of Two-year Institutions with Internationally Oriented General Education Requirements, by Type of Course


Type of course
Western history or civilization
World history, civilization, or comparative culture
Distribution requirement includes some international courses
Non-Western history, civiliation or culture
0
25
50
75
Percentage of all 2-year institutions with some internationally oriented General Education requirements

Reference: Table 7

Contact with international affairs through foreign publications appears to be limited in the two-year sector. One-third of the institutions reported that their libraries had no subscriptions to such newspapers or periodicals. Just over half (55 percent) subscribed to less than 25 foreign publications; two percent subscribed to 25 or more. One in ten did not respond to the question.

ADMINISTRATIVE CHARACTERISTICS

Consortia and Cooperation

Participation in consortia related to international studies involved 12 percent of the two-year institutions. The purpose most frequently identified for such cooperation was study abroad; three quarters of the institutions reported it.

Formal relations between local businesses and an institution's international studies or foreign language programs are estimated to exist at about 100 two-year institutions.

Grants and Contracts

One-tenth of the two-year institutions reported having received grants or contracts for international studies within the past five years (1982/83–1986/87).

One-third of the two-year institutions with grants/contracts reported that they were with the National Endowment for the Humanities, and one-fifth received support from the Agency for International Development (AID). About one-sixth reported support from private foundations.

Administration of International Studies

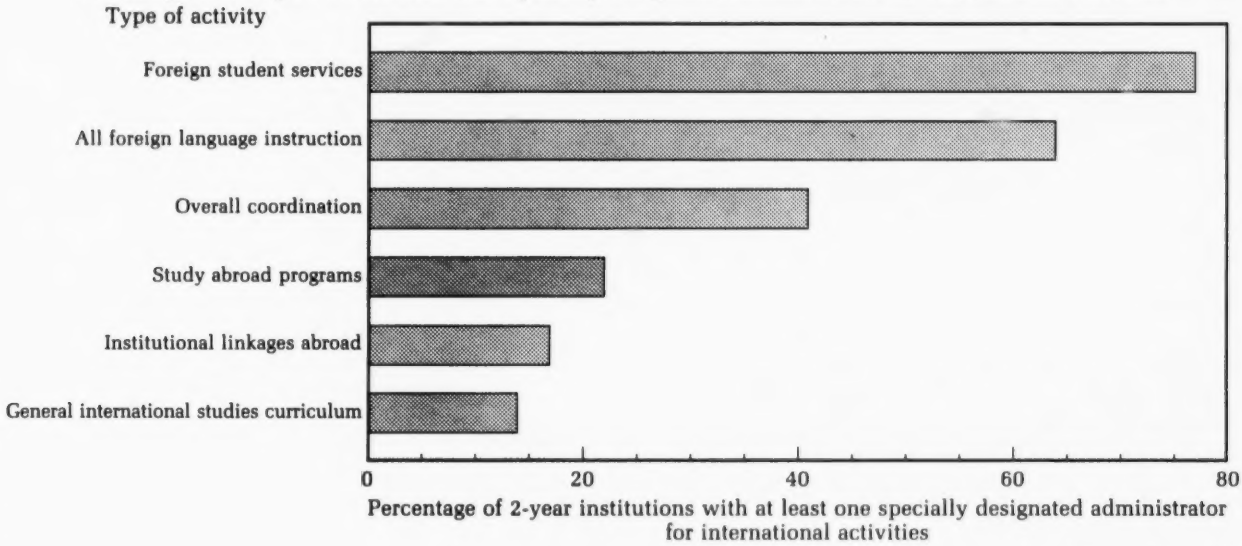
A specially designated administrator with responsibilities for international activities was found on two-fifths of the two-year campuses.

At those two-year colleges that did have an administrator for international programs, the function most frequently staffed—at three-quarters of the institutions—was the same as that most frequently found at four-year institutions, "foreign student services." In addition, administrators with responsibilities for all language instruction and for coordination of all international education activity were reported at 64 and 41 percent, respectively, of the two-year colleges with specially designated administrative support for international studies (see Figure 16).

Recent Changes at Two-year Colleges

Increases in international activities or resources during the last five years (1982/83–1986/87) were re-

FIGURE 16
Percentage of Two-year Institutions with Specially Designated Administrators for International Activities



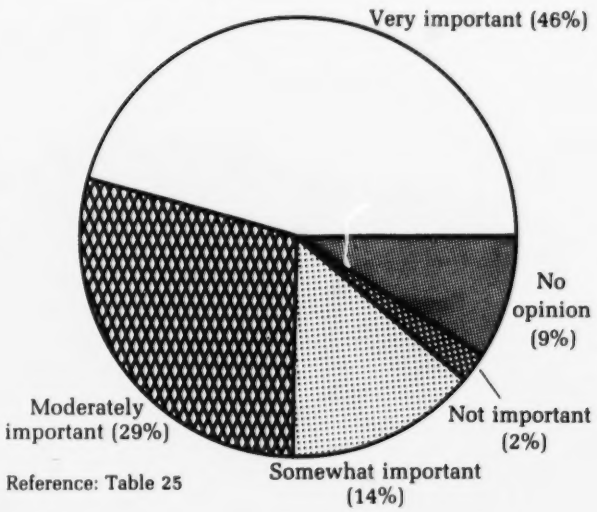
Reference: Table 22

ported at relatively few two-year colleges. Yet, one institution in six (17 percent) reported an increase in the integration of international materials into regular courses, and in the number of foreign students enrolled (18 percent). One out of eight (13 percent) reported increases in the number of non-Western languages taught, the number of international courses offered, and opportunities for students and faculty to study and travel abroad.

OPINIONS ABOUT INTERNATIONAL STUDIES

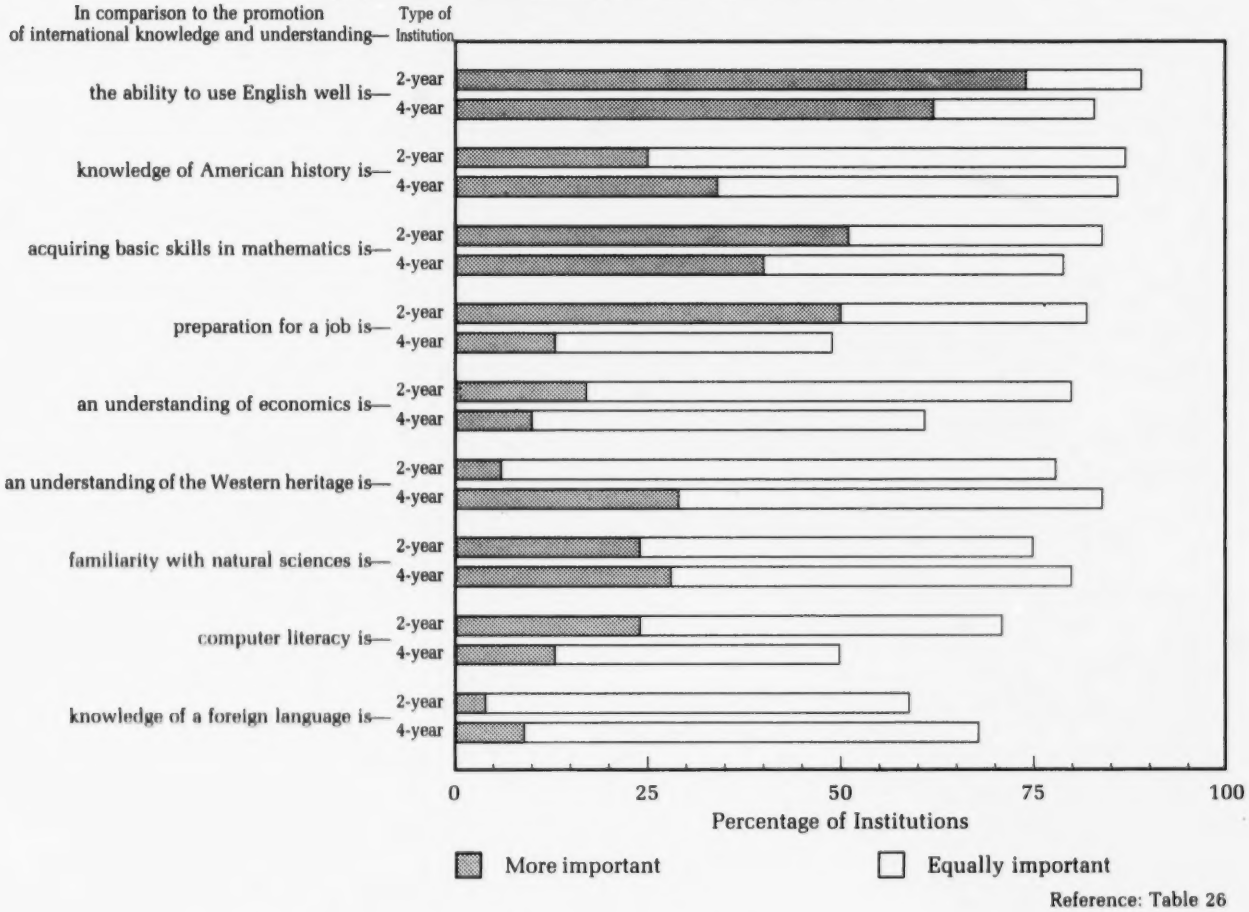
Senior officials at half (46 percent) of the two-year colleges thought that the acquisition of a knowledge and understanding of international affairs was "very important" to the education of their students, while two percent thought it was "not important." The remainder considered international affairs either "moderately" or "somewhat" important to their stu-

FIGURE 17
Senior Officials' Opinions on the Importance of International Affairs (2-year Institutions)



Reference: Table 25

FIGURE 18
Importance of Selected Educational Outcomes Compared to International Knowledge (Opinions of Leaders at 2-year and 4-year Institutions)



Reference: Table 26

dents' education, or gave no opinion (see Figure 17). This contrasts with leaders in the four-year sector, of whom two-thirds rated international affairs "very important;" none rated it "not important."

When comparing the promotion of international knowledge and understanding to other skills and academic outcomes, 9 out of 10 of the respondents at two-year colleges felt that the ability to use English well and knowledge of American history were more or equally important. Eight out of ten reported that the acquisition of basic skills in mathematics, preparation for a job, and a knowledge of economics were equally or more important than international knowledge.

Figure 18 contrasts the opinions of leaders from the two- and four-year sectors and shows—when the "more important" and "equally important" ratings are combined—no great differences except in the views concerning job preparation, understanding economics, and computer literacy. In each of these three cases, a notably higher percentage of the respondents from two-year colleges than from four-year institutions felt that the educational outcome was equally or more important than international knowledge.

"What-if" Funding

Of the imaginary additional $100,000 per institution for international education that respondents were asked to allocate, the two-year college administrators opted to spend two-fifths of it on faculty—one-fifth to hire faculty with international expertise, one-tenth to hire language faculty, and one-tenth to provide study abroad opportunities for the faculty (see Figure 19).

Curriculum changes would take one-fifth of the money, split more or less evenly between increasing international library holdings, new international courses, and conferences and lectures. Student activities would account for a little less than one-fifth of the funds—11 percent to expand study abroad opportunities and 6 percent to increase foreign student enrollments.

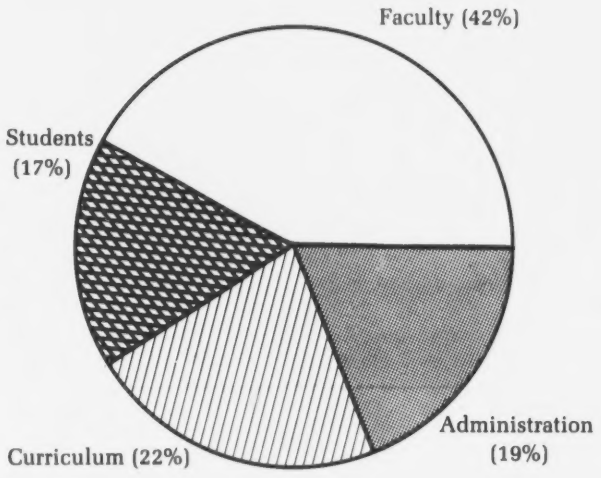
Finally, one-fifth of the funds would be divided almost evenly between increasing the number of linkages with foreign institutions, increasing technical assistance activities, and hiring staff to build an administrative organization for international education. This distribution parallels closely the distribution suggested by the leaders of the four-year colleges and universities.

Frequency of Allocations

Three-quarters of the two-year college respondents allocated part of their imaginary $100,000 for international studies to hiring faculty with international expertise. The same proportion allocated something to increasing the international collections in their libraries; and a slightly smaller share (70 percent) would have used part of the international funds to develop new internationally-oriented courses (see Figure 20).

Almost half reported that they would have allocated something to increase technical assistance activities and to build an administrative organization on campus for international education (45 and 44 percent respectively). One-third would have allocated something to increase—or establish—the number of foreign institutions with which they had linkages.

FIGURE 19
Proposed Distribution of Additional Funds for International Activities (2-year Institutions)



Reference: Table 28

SUMMARY

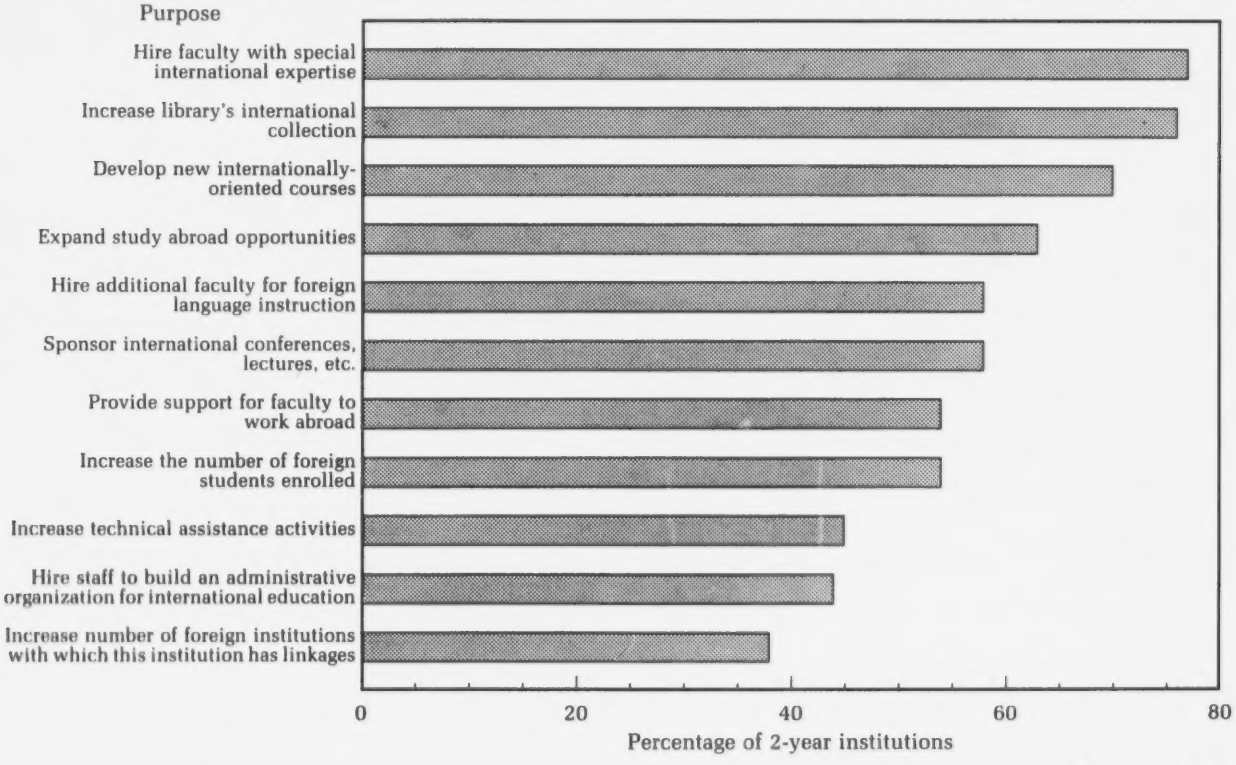
Diversity and contrast are very evident in international studies—as in most areas of higher education in this country. Academic and administrative practices vary widely, especially between the two-year and four-year sectors. Whereas most, though certainly not all, four-year institutions have a foreign language requirement for at least some of their baccalaureates, relatively few two-year institutions require their students to study foreign languages. Likewise, comparatively few two-year institutions operate study abroad programs, while the large majority of universities and almost half of the baccalaureate colleges do.

Some of these differences may be size-related, but others are not. Majors in international specialities are offered by a larger proportion of universities than baccalaureate colleges. However, more baccalaureate colleges than two-year institutions require internationally oriented courses in their General Education programs, even though the community colleges are, as a rule, larger.

Some differences may be related to varied institutional missions. Two-thirds of the officials at four-year colleges considered international knowledge and education to be "very important" in the education of their students, whereas less than half of the comparable officials at two-year institutions expressed that opinion. Half of the two-year college respondents said that preparation for a job was more important than a knowledge of international affairs, whereas one-eighth of the four-year college respondents held that opinion.

Thus, there appears to be greater involvement in and support for international studies in the four-year sector than among the two-year colleges. However, within the sectors there are important differences, as well. Some comprehensive institutions and baccalaureate colleges do almost nothing in area studies or study abroad, while others have extensive programs affecting large portions of their student bodies. Whereas most two-year colleges show limited involvement in international studies, others are engaged in a variety of international activities. In both sectors, there is plenty of opportunity for action.

FIGURE 20
Percentage of Two-year Institutions That Would Use Additional Funds for Selected International Purposes


Purpose
Hire faculty with special international expertise
Increase library's international collection
Develop new internationally-oriented courses
Expand study abroad opportunities
Hire additional faculty for foreign language instruction
Sponsor international conferences, lectures, etc.
Provide support for faculty to work abroad
Increase the number of foreign students enrolled
Increase technical assistance activities
Hire staff to build an administrative organization for international education
Increase number of foreign institutions with which this institution has linkages
0
20
40
60
80
Percentage of 2-year institutions

Reference: Table 29

DETAILED STATISTICAL TABLES

TABLE 1—Foreign Language Requirements for Admission, by Type of Institution

Language Requirement	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
No foreign language requirement	63	86	87	84	97
Some foreign language requirement	(37)	(14)	(13)	(16)	(3)
Foreign language required of—					
all entering students	22	13	11	13	1
some entering students	14	1	1	3	1

Note: Detail may not sum to totals because of rounding.

TABLE 2—Percentage of Institutions Requiring Foreign Language for Admissions, by Level of Instruction and Type of Institution

Level of Instruction	Percentage of—				
	Research Universities (N = 59)	Comprehensive Universities (N = 57)	Baccalaureate Colleges (N = 93)	All 4-year Institutions (N = 209)	2-year Institutions (N = 34)
All requirements	100%	100%	100%	100%	100%
1 year of high school instruction	0	0	14	6	0
2 years of high school instruction	80	65	86	79	44
Competence testing	0	0	0	0	56
Other	20	35	0	15	0

TABLE 3—Percentage of Institutions with Foreign Language Requirements for Degree Completion, by Type of Institution

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
No foreign language requirement	23	22	38	31	86
Foreign language requirement for some or all baccalaureate or associate degrees	(77)	(78)	(62)	(69)	(14)
Foreign language requirement for—					
all baccalaureate or associate degrees	9	8	22	16	<1
some baccalaureate or associate degrees	68	70	40	53	13

Note: Detail may not sum to totals because of rounding.

TABLE 4—Foreign Language Requirements at Institutions with Requirements for All Baccalaureate Recipients

	Percentage of—			
Requirements	Research Universities (N = 14)[a]	Comprehensive Universities (N = 33)	Baccalaureate Colleges (N = 164)	4-year Institutions (N = 211)
All requirements	100%	100%	100%	100%
1–2 semester equivalents	59	52	35	39
3 or more semester equivalents	23	10	45	38
Other[b]	18	38	20	23

[a]Caution is urged in using these estimates because of the small number of institutions.
[b]Includes item nonresponses.

TABLE 5—Language Requirements at Institutions Requiring Language Training for Some Baccalaureate Recipients, by Major Area of Study and Type of Institution

Major Area	Percentage of Institutions with—				
	Language Requirement of—				
	1–2 Semester Equivalents	3 or more Semester Equivalents	Other Language Requirement	No Language Requirement	No Major[a]
	4-year Institutions (N = 689)				
1. Humanities	33%	57%	<1%	4%	5%
2. Natural sciences	26	24	—	28	22
3. Social sciences	32	41	—	17	10
4. Education	9	8	<1	44	39
5. Computer science	17	13	—	37	33
6. Business (undergraduate)	13	9	—	43	35
7. Engineering	5	3	—	24	67
8. Health sciences	5	6	—	40	49
	Research Universities (N = 110)				
1. Humanities	18	69	2	5	5
2. Natural sciences	18	48	—	26	7
3. Social sciences	25	67	—	8	—
4. Education	10	8	2	52	27
5. Computer science	13	29	—	50	8
6. Business (undergraduate)	8	10	—	57	24
7. Engineering	6	2	—	59	33
8. Health sciences	5	18	—	49	28
	Comprehensive Universities (N = 284)				
1. Humanities	23	63	—	5	9
2. Natural sciences	22	27	—	30	21
3. Social sciences	29	41	—	24	6
4. Education	5	15	—	45	35
5. Computer science	16	14	—	41	29
6. Business (undergraduate)	5	7	—	52	36
7. Engineering	4	7	—	16	73
8. Health sciences	11	4	—	41	45
	Baccalaureate Colleges (N = 295)				
1. Humanities	48	47	—	3	1
2. Natural sciences	32	13	—	26	29
3. Social sciences	38	31	—	13	18
4. Education	12	2	—	40	46
5. Computer science	20	6	—	29	45
6. Business (undergraduate)	22	10	—	29	39
7. Engineering	5	—	—	19	76
8. Health sciences	—	3	—	36	60

Note: Detail may not sum across to 100 because of rounding.
— signifies 0. [a]Includes item nonresponses.

TABLE 6—Percentage of Institutions with Internationally Oriented General Education Course Requirements, by Type of Course and Institution

Type of Course	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
Institutions with at least one internationally oriented course in their general education requirements	71%	77%	79%	77%	46%
a. Western history or civilization	45	34	55	47	33
b. World history, civilization, or comparative culture	40	34	35	35	20
c. Distribution requirement that includes some international courses	23	38	26	29	11
d. Non-Western history, civilization or culture	27	9	26	21	12
e. Distribution requirement that has a specifically international focus	11	16	10	12	1
f. Other "international" courses	14	14	7	10	3
g. Study abroad	0	0	3	2	1

TABLE 7—Institutions Requiring Internationally Oriented General Education Courses, by Type of Course and Institution (Percentage of Institutions with at Least One Required Course)

Type of Course	Percentage of—				
	Research Universities (N = 114)	Comprehensive Universities (N = 314)	Baccalaureate Colleges (N = 585)	4-year Institutions (N = 1013)	2-year Institutions (N = 601)
a. Western history or civilization	64%	44%	70%	61%	72%
b. World history, civilization, or comparative culture	57	45	44	46	44
c. Distribution requirement that includes some international courses	32	49	33	38	25
d. Non-Western history, civilization or culture	39	11	33	27	25
e. Distribution requirement that has a specifically international focus	16	21	13	16	1
f. Other "international" courses	19	18	9	13	6
g. Study abroad	0	0	4	2	1

Note: Base for calculation of percentages is the number of institutions that reported having at least one of the listed course types in their general education requirements.

TABLE 8—Percentage of Institutions Offering Baccalaureate Majors and/or Minors in International Specialties

	Percentage of—			
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)
All institutions	100%	100%	100%	100%
Institutions offering—				
major(s) and/or minor(s) in at least one specialty	84	61	46	55
Majors	(77)	(48)	(36)	(44)
Majors **and** minors	55	19	19	23
Majors only	22	29	17	21
Minors	(62)	(32)	(29)	(34)
Majors **and** minors	55	19	19	23
Minors only	7	13	10	11
Institutions not offering either majors or minors	16	39	54	45

TABLE 9—Percentage of Institutions Offering Baccalaureate Majors in International Specialties, by Specialty Area and Type of Institution

	Percentage of—			
Specialty Area	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)
Institutions offering a major in at least one specialty area	77%	48%	36%	44%
a. Africa	15	2	1	3
b. Middle East	20	2	0	3
c. East Asia	26	5	2	6
d. Southeast Asia	6	1	0	1
e. South Asia	5	1	0	1
f. All of Asia and/or the Pacific Rim	22	5	5	7
g. Latin America	46	11	5	12
h. Non-Western, 3rd World, etc.	3	3	0	1
i. Eastern Europe	33	8	2	8
j. Western Europe	22	6	7	8
k. All of Europe	11	6	4	6
l. International relations, international studies, general	37	29	26	28
m. Comparative studies	7	7	3	5
n. International business	3	8	1	3
o. Other	8	4	1	3

TABLE 10—Percentage of Institutions with Language Requirements for Baccalaureate Majors in International Specialty Areas, by Area and Type of Institution

Specialty Area	Percentage of—			
	Research Universities	Comprehensive Universities	Baccalaureate Colleges	4-year Institutions
a. Africa	58%	50%	0%	50%
b. Middle East	84	50	nm	76
c. East Asia	88	50	100	81
d. Southeast Asia	100	60	nm	86
e. South Asia	63	60	nm	62
f. All of Asia and/or the Pacific Rim	67	75	50	62
g. Latin America	76	86	77	79
h. Non-Western, 3rd World, etc.	100	85	nm	89
i. Eastern Europe	77	85	20	71
j. Western Europe	60	81	86	76
k. All of Europe	71	72	48	62
l. International relations, international studies, general	61	75	58	64
m. Comparative studies	58	100	65	80
n. International business	0	45	0	32
o. Other	62	88	0	68

Note: The base used to calculate the percentages is the number of institutions that offer a major in the specialty area. Thus, 58 percent of the universities that offer a major in African studies reported having an area language requirement.
nm = No major offered.

TABLE 11—Percentage of Institutions Operating Study Abroad Programs, by Type of Institution

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions operating study abroad programs	91	77	49	63	12
Institutions **not operating** study abroad programs	9	23	51	47	88

TABLE 12—Percentage of Institutions Operating Study Abroad Programs, by Geographic Area

Area	Percentage[a] of Institutions (N = 824)	Area	Percentage[a] of Institutions (N = 824)
a. England	67%	h. Latin America (other than Mexico, Brazil)	23%
b. France	56	i. Israel	16
c. Spain	49	j. USSR	15
d. Western Europe (other than England, France, Spain, West Germany)	46	k. Eastern Europe (other than USSR)	12
e. West Germany	37	l. Africa	9
f. Mexico	36	m. Brazil	8
g. East Asia (China, Japan, Korea)	31	n. South Asia	7
		o. Mideast (other than Israel)	6

[a]Institutions operating programs in the areas indicated as a percentage of only those operating at least one study abroad program.

TABLE 13—Financial Status of Study Abroad Programs by Type of Institution

Status	Percentage of—				
	Research Universities (N = 146)	Comprehensive Universities (N = 316)	Baccalaureate Colleges (N = 362)	4-year Institutions (N = 824)	2-year Institutions (N = 156)
All institutions with study abroad programs	100%	100%	100%	100%	100%
Program usually breaks even	62	75	61	66	65
Program usually shows a surplus	10	3	9	7	15
Program is usually subsidized	28	22	30	27	20

TABLE 14—Percentage of Institutions with Students Who Had Studied Abroad

Percentage of Students Who Had Studied Abroad	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions with—					
—no students with study abroad experience	2	1	6	4	50
—Less than 10% had studied abroad	88	72	67	71	43
—10–25 percent had studied abroad	11	18	17	16	0
—More than 25 percent had studied abroad	0	6	9	7	0
No response	0	4	2	2	8

Note: Ranges in the "Percentage of Students" column show those students who had studied abroad at some time during their undergraduate studies as a percentage of students who completed their studies in the last five years. Included are institutions that did not operate study abroad programs. Detail may not sum to totals because of rounding.

TABLE 15—Percentage of Institutions with Subscriptions to Foreign Newspapers and/or Periodicals, by Type of Institution

Number of Subscriptions	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
a. None	0	2	6	4	32
b. Less than 25	14	47	50	44	56
c. 25–50	12	11	18	15	1
d. 51–100	5	9	5	6	0
e. More than 100	67	25	6	20	1
f. No response	2	6	15	11	11

TABLE 16—Percentage of Institutions Participating in Consortia That Cover International Programs, by Type of Institution

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions with consortia	55	56	46	50	12
Institutions without consortia	45	44	54	50	88

TABLE 17—Percentage of Institutions with Consortial Arrangements That Cover International Programs, by Type of Arrangement and Institution

	Percentage[a] of—				
Type of Arrangement	Research Universities (N = 88)	Comprehensive Universities (N = 230)	Baccalaureate Colleges (N = 342)	4-year Institutions (N = 660)	2-year Institutions (N = 163)
a. Conducting study abroad programs	84%	85%	90%	88%	77%
b. Teaching foreign languages	34	56	39	44	20
c. Teaching other international studies courses	35	44	41	36	22
d. Faculty appointments in international studies	26	21	13	17	3
e. International technical assistance	45	0	8	13	18
f. Maintaining a library collection for international studies	16	8	11	11	9
g. Acquiring foreign books and periodicals	18	6	3	6	0
h. Other	3	13	7	8	23

[a]Institutions participating in the arrangement indicated, as a percentage of only those institutions with consortial arrangements that cover international activities.

TABLE 18—Percentage of Institutions with Formal Relationships between Local Business and the Institution's Foreign Language and/or International Studies Undergraduate Programs

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions **with** business/college international relations	25	20	7	13	8
Institutions **without** business/college international relations	75	80	93	87	92

TABLE 19—Percentage of Institutions That Received Contracts and/or Grants for International Studies, by Type of Institution

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions reporting a grant/contract for international studies from at least one source	76	68	31	48	10
Institutions reporting no grants/contracts for international studies	24	32	69	52	90

TABLE 20—Percentage of Institutions That Received Grants and/or Contracts for International Studies, by Source Agency and Type of Institution

	Percentage[a] of—				
Source	Research Universities (N = 122)	Comprehensive Universities (N = 276)	Baccalaureate Colleges (N = 232)	4-year Institutions (N = 630)	2-year Institutions (N = 127)
a. Agency for International Development (AID)	54%	15%	2%	18%	19%
b. National Endowment for the Humanities (NEH)	43	25	22	27	31
c. U.S. Department of Education	50	32	23	32	13
d. U.S. Department of State/U.S. Information Agency (USIA)	52	19	2	19	6
e. U.S. Department of Defense	28	9	2	10	6
f. Other federal agency	41	17	2	16	6
g. State government	26	44	4	26	11
h. Local government	4	5	2	3	6
i. Religious organization	8	3	20	10	6
j. Private foundation	69	38	38	44	18
k. Business firm	34	27	10	22	14
l. Individual donor	48	37	41	41	2
m. Other; specify	17	13	10	13	26

[a]Shows institutions that reported having received grants/contracts for international studies from the agency indicated during academic years 1982–83 through 1986–87, as a percentage of only those institutions that had reported receiving at least one grant/contract during the period.

TABLE 21—Percentage of Institutions with Administrators for Internationally Oriented Activities, by Type of Institution

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions with an administrator[a] for international activities	92	93	77	84	38
Institutions without an administrator[a] of international activities	8	7	23	16	62

[a]Specially designated administrator who is responsible for at least one of six selected international activities.

TABLE 22—Percentage of Institutions with International Activities Administrators, by Type of Activity and Institution

	Percentage[a] of—				
Type of Activity	Research Universities (N = 149)	Comprehensive Universities (N = 381)	Baccalaureate Colleges (N = 567)	4-year Institutions (N = 1097)	2-year Institutions (N = 501)
a. Foreign student services (undergraduate)	94%	93%	75%	84%	77%
b. Study abroad programs	88	72	70	73	22
c. All foreign language instruction	51	69	51	57	64
d. Institutional linkages abroad	62	60	40	50	17
e. General international studies curriculum	42	47	29	37	14
f. Overall coordination of all international activities, including curriculum	38	40	30	34	41

[a]Percentage of institutions with a specially designated administrator, budgeted full- or part-time, who is responsible for the activity listed. The base used in calculating the percentages is the number of institutions that have a specially designated administrator for at least one of the activities listed. Thus, of the 149 universities that have a specially designated administrator for at least one of the listed activities, 94 percent have such a person charged with foreign student services.

TABLE 23—Percentage of Institutions with International Activities Administrators, by Full- and Part-time Status, Type of Activity and Type of Institution

	Percentage of—									
	Research Universities		Comprehensive Universities		Baccalaureate Colleges		4-year Institutions		2-year Institutions	
Type of Activity	Full-time	Part time	Full-time	Part time	Full-time	Part time	Full-time	Part time	Full-time	Part time
a. Foreign student services (undergraduate)	81%	19%	39%	61%	8%	92%	31%	69%	18%	82%
b. Study abroad programs	60	40	18	82	13	87	22	78	21	79
c. All foreign language instruction	86	14	66	34	47	53	60	40	57	43
d. Institutional linkages abroad	54	46	23	77	6	94	21	79	15	85
e. General international studies curriculum	48	52	30	70	12	88	25	75	22	78
f. Overall coordination of all international activities including curriculum	75	25	27	73	25	75	33	67	44	56

TABLE 24—Percentage of Institutions Reporting Increases in International Activities, by Type of Activity and Institution, 1982–83—1986–87

Activity	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
Foreign language requirements					
a. for admission to undergraduate programs	10%	7%	8%	8%	0%
b. for baccalaureate degrees	26	9	17	16	2
Number of					
c. non-Western languages taught	60	40	28	36	13
d. international courses offered	60	61	53	56	13
e. international majors offered	24	30	18	23	3
f. international minors offered	30	23	22	23	0
g. regularly enrolled foreign students	59	56	39	47	18
h. foreign nationals—not regularly enrolled—who are receiving technical training	28	13	3	9	5
i. contracts for technical assistance service abroad	29	4	3	7	2
j. new faculty hired who have international expertise	56	55	55	55	10
k. short term foreign visitors, lecturers, etc.	66	55	37	46	10
Opportunities for:					
l. students to study abroad	78	72	59	65	13
m. faculty to travel abroad	62	58	48	53	13
n. integration of international materials into regular courses	54	53	45	49	17
o. size of the international collection in the library	75	61	46	54	10
p. formal linkages with institutions abroad	79	62	26	44	8

TABLE 25—Opinions of Senior Officials of the Importance of the Acquisition of a Knowledge and Understanding of International Affairs

Degree of Importance	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All opinions	100%	100%	100%	100%	100%
a. Very and moderately important (Subtotal)	(72)	(84)	(91)	(87)	(75)
b. Very important	62	61	73	68	46
c. Moderately important	10	23	18	19	29
d. Somewhat important	2	1	3	2	14
e. Not important	0	0	0	0	2
f. No opinion/no response	26	15	6	11	9

TABLE 26—Percentage of Academic Leaders Who Consider Selected Educational Outcomes More Important than International Affairs

Educational Outcomes	Percentage of Respondents from—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
In comparison to the promotion of international knowledge and understanding—					
a. ability to use English well is more important	51%	69%	60%	62%	74%
b. acquiring basic skills in mathematics is more important	38	50	35	40	51
c. knowledge of American history is more important	24	39	33	34	25
d. an understanding of the Western heritage is more important	17	26	34	29	6
e. familiarity with natural sciences is more important	21	34	26	28	24
f. computer literacy is more important	11	13	13	13	24
g. preparation for a job is more important	14	13	12	13	50
h. an understanding of economics is more important	4	14	9	10	17
i. knowledge of a foreign language is more important	7	11	8	9	4

TABLE 27—Percentage of Academic Leaders Who Consider Selected Educational Outcomes Equally or More Important than International Affairs

Educational Outcomes	Percentage of Respondents from—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
In comparison to the promotion of international knowledge and understanding—					
a. knowledge of American history is more or equally important	67%	82%	92%	86%	87%
b. an understanding of the Western heritage is more or equally important	71	80	89	84	78
c. ability to use English well is more or equally important	72	83	86	83	89
d. familiarity with natural sciences is more or equally important	71	81	81	80	75
e. acquiring basic skills in mathematics is more or equally important	72	83	79	79	84
f. knowledge of a foreign language is more or equally important	61	64	71	68	59
g. an understanding of economics is more or equally important	47	62	63	61	80
h. computer literacy is more or equally important	41	51	51	50	71
i. preparation for a job is more or equally important	40	54	48	49	82

TABLE 28—Proposed Distribution of Additional Funds for International Studies, by Purpose and Type of Institution (Percentage Distribution)

Purpose	Percentage of Funds at—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All purposes	100%	100%	100%	100%	100%
Faculty-related subtotal	(42)	(38)	(48)	(43)	(43)
a. Hire faculty with special international expertise	22	19	23	21	22
b. Hire additional faculty for foreign language instruction	9	10	13	11	11
c. Provide support for faculty to work abroad	11	9	12	11	10
Student-related subtotal	(19)	(20)	(19)	(20)	(17)
d. Expand study abroad opportunities	15	12	12	13	11
e. Increase the number of foreign students enrolled	4	8	7	7	6
Curriculum-related subtotal	(22)	(26)	(22)	(22)	(22)
f. Develop new internationally-oriented courses	9	13	8	9	8
g. Sponsor international conferences, lectures, etc.	8	5	7	6	7
h. Increase library's international collection	5	8	7	7	7
Administration subtotal	(17)	(16)	(12)	(15)	(19)
i. Hire staff to build an administrative organization for international education	10	9	6	8	7
j. Increase the number of institutions with which the institution has linkages	5	5	4	5	6
k. Increase technical assistance activities	2	2	2	2	6

Note: Detail may not sum to totals because of rounding. Figures show the percentage distribution of funds according to allocations indicated by respondents. Thus, of the imaginery $16.1 million that universities would have had (161 universities × $100,000), respondents allocated $6.8 million (42 percent) of it to faculty-related activities, $3.1 million (19 percent) to student-related activities, etc.

TABLE 29—Percentage of Institutions at Which Additional Funds Would Be Allocated to Selected International Studies Purposes, by Type of Institution and Purpose

Purpose	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
Faculty related purposes					
a. Hire faculty with special international expertise	58%	60%	69%	65%	77%
b. Hire additional faculty for foreign language instruction	33	28	50	41	58
c. Provide support for faculty to work abroad	50	63	69	65	54
Student-related purposes					
d. Expand study abroad opportunities	68	66	68	67	63
e. Increase the number of foreign students enrolled	28	51	54	50	54
Curriculum-related purposes					
f. Develop new internationally-oriented courses	60	70	71	69	70
g. Sponsor international conferences, lectures, etc.	58	51	58	56	58
h. Increase library's international collection	46	64	58	59	76
Administration purposes					
i. Hire staff to build an administrative organization for international education	37	36	34	35	44
j. Increase the number of institutions with which the institution has linkages	37	45	40	41	38
k. Increase technical assistance activities	14	20	14	16	45

Note: Percentages are not additive. They indicate the frequency with which respondents identified a purpose as one to which they would allocate some funds. A respondent could choose to allocate all the funds to only one purpose or distribute the funds among any or all of the purposes.

APPENDIX A: SURVEY QUESTIONNAIRE

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

June 30, 1987

Dear Higher Education Panel Representative:

Attached is Higher Education Panel (HEP) Survey No. 76, Survey of Undergraduate International Studies, 1986-87, part of a national A.C.E. study under the general direction of Dr. Richard D. Lambert and funded by grants from The Pew Charitable Trusts, the Ford Foundation, and the Exxon Education Foundation.

Questions have been raised by both faculty and administrators about foreign language requirements for admission and graduation, awareness of other cultures, opportunities for study abroad, and the on-campus organization of all internationally-oriented activities. This survey is designed to address several of those matters.

Two questionnaires are enclosed.

> The first one, for data describing your campus' policies and activities, may be most appropriately completed by a coordinator of international programs, if such exists on your campus, or by someone familiar with your curricular offerings and requirements.
>
> The second form (ivory-colored) seeks opinions and should be completed by your president/chancellor or, if that is impossible, by your campus' chief academic officer.

As with all HEP surveys, the data provided will be reported in summary fashion only and will not be identified with your institution.

Please return the completed questionnaires to us by the end of July in the enclosed prepaid, addressed envelope. Your prompt response is needed to help make the results comprehensive, reliable, and timely. If you have any problems or questions, please telephone us collect at (202) 939-9445. Thank you for your assistance.

Sincerely yours,

Elaine El-Khawas

Elaine El-Khawas
Vice President for
Policy Analysis and Research

Encl.

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9445

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 76

SURVEY OF UNDERGRADUATE INTERNATIONAL STUDIES, 1986–87

Baccalaureate-Granting Institutions

For the purposes of this study, international studies is defined to include:

1. Foreign language instruction
2. Internationally-oriented courses, majors, minors, certificate programs, e.g., a course on Third World development, a concentration in area studies, a major in international relations.
3. Study abroad programs
4. Foreign students and visitors
5. International holdings in the library
6. Formal linkages with institutions abroad.

This questionnaire is directed at your **undergraduate** programs and offerings only.

When numbers of students, faculty, or funds are requested, please provide your best **estimate** if actual counts are not readily available.

---

1. **Admissions Requirements.** a. For 1986–87, did you have a foreign language **admission requirement** for entering freshmen? Do not consider "English as a second language" as a foreign language requirement.

(1) No ☐ If No, go to question 2.

(2) Yes, for **all** freshmen ☐

(3) Yes, but only for **some** freshmen; specify which. ☐ } If Yes, answer question 1b.

_____

1b. What were your admissions requirements?

(1) 1 year high school instruction ☐ 1
(2) 2 years high school instruction ☐ 2
(3) Competence test ☐ 3
(4) Other; specify. ☐ 4

_____

Go to question 2.

---

2. **Degree Requirements.** a. For 1986–87, did you have foreign language requirements for the completion of a **bachelor's degree**?

(1) No language requirement ☐ Go to question 3.
(2) Yes, for **all bachelor's** ☐ Go to question 2b.
(3) Yes, for **some** bachelor's ☐ Go to question 2c.

2b. What were your foreign language requirements for **all bachelor's** degrees?

(1) 1–2 semester equivalents ☐ 1
(2) 3 or more semester equivalents ☐ 2
(3) Competence test. (Check only if a test is **required** for the baccalaureate; do not check if it is used only as an option in lieu of instruction.) ☐ 3
(4) Other; specify. ☐ 4

_____

Go to question 3.

2c. What were your foreign language requirements for completing a bachelor's degree in the following majors? Circle the appropriate numbers. Circle all that apply.

	No Major	No Requirement	1–2 Semester Equivalents	3 or more Semester Equivalents	Competence* Test	Other Language Requirement
(1) Humanities	0	1	2	3	4	_____
(2) Natural sciences	0	1	2	3	4	_____
(3) Social sciences	0	1	2	3	4	_____
(4) Education	0	1	2	3	4	_____
(5) Computer science	0	1	2	3	4	_____
(6) Business (undergraduate)	0	1	2	3	4	_____
(7) Engineering	0	1	2	3	4	_____
(8) Health sciences	0	1	2	3	4	_____

*Circle only if a competence test is **required** for the baccalaureate; do not circle if it is used only as an option in lieu of instruction.

Please continue on the next page.

3. Indicate the international specialities in which your institution offers an **undergraduate major** and/or **minor**, the number of completions in 1986–87, and whether there is a language requirement for the area's language(s). Please estimate, if necessary.

International specialty	Majors: Offered? No	Majors: Offered? Yes	Majors: No. Completed 1986–87	Area Language Required? No	Area Language Required? Yes	Minors: Offered? No	Minors: Offered? Yes	Minors: No. Completed 1986–87
a. Africa	1	2	_____	1	2	1	2	_____
b. Middle East	1	2	_____	1	2	1	2	_____
c. East Asia (Chinas, Korea, Japan)	1	2	_____	1	2	1	2	_____
d. Southeast Asia (Burma to Philippines)	1	2	_____	1	2	1	2	_____
e. South Asia (Pakistan, India, etc.)	1	2	_____	1	2	1	2	_____
f. All of Asia, and/or the Pacific Rim	1	2	_____	1	2	1	2	_____
g. Latin America	1	2	_____	1	2	1	2	_____
h. Non-Western, Third World, etc.	1	2	_____	1	2	1	2	_____
i. Eastern Europe	1	2	_____	1	2	1	2	_____
j. Western Europe	1	2	_____	1	2	1	2	_____
k. All of Europe	1	2	_____	1	2	1	2	_____
l. International relations and international studies, general	1	2	_____	1	2	1	2	_____
m. Comparative studies	1	2	_____	1	2	1	2	_____
n. Other; specify. _____								

4. Does your **General Education** curriculum for arts and sciences students **require** any of the courses listed below?

	No	Yes
a. Western history or civilization	1	2
b. World history, civilization, or comparative culture	1	2
c. Non-Western history, civilization or culture	1	2
d. Other "international" courses. Specify. _____	1	2
e. Distribution requirement that has a specifically international focus	1	2
f. Distribution requirement that includes some international courses	1	2
g. Study abroad	1	2

5. How many newspapers and periodicals that are published abroad does your library subscribe to? Check the appropriate box.

- a. None ☐ 0
- b. Less than 25 ☐ 1
- c. 25–50 ☐ 2
- d. 51–100 ☐ 3
- e. More than 100 ☐ 4

6. Does your institution have **consortial arrangements** with other postsecondary institutions that cover international programs?

- No ☐ Go to question 7.
- Yes ☐

If Yes, indicate the type of consortial arrangement by checking the appropriate boxes.

- a. Teaching foreign languages ☐ 1
- b. Teaching other international studies courses ☐ 2
- c. Faculty appointments in international studies ☐ 3
- d. Conducting study abroad programs ☐ 4
- e. Acquiring foreign books and periodicals (other than normal interlibrary loan activity) ☐ 5
- f. Maintaining a library collection for international studies other than OCLC (Online Computer Library Center) or RLG (Research Library Group) memberships ☐ 6
- g. International technical assistance ☐ 7
- h. Other; specify. _____
- i. Name of Consortium: _____

Please continue on next page.

7. **Study abroad.** Does your institution **operate** a study abroad and/or overseas internship program for which it gives academic credit?

No ☐ If no, go to question 9.
Yes ☐

If Yes, indicate the areas in which the program is operated and whether it is for the summer session, a term, (semester, quarter, etc.) or the full academic year. Circle all that apply.

Area	Summer Session	Term	Academic Year
a. England	1	2	3
b. France	1	2	3
c. West Germany	1	2	3
d. Spain	1	2	3
e. Other Western Europe	1	2	3
f. U.S.S.R.	1	2	3
g. Other Eastern Europe	1	2	3
h. Mexico	1	2	3
i. Brazil	1	2	3
j. Other Latin America	1	2	3
k. Israel	1	2	3
l. Other Mideast	1	2	3
m. Africa	1	2	3
n. East Asia (Chinas, Japan, Korea)	1	2	3
o. South Asia (India, Pakistan)	1	2	3

Note: If you have any brochures describing these study abroad programs and any reports showing the number of participants by country and field of study, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle,
Washington, DC 20036

8. Which of the following statements best describes the financial status of your study abroad program in the past five years?

a. The study abroad program usually breaks even. ☐ 1
b. It usually shows a surplus. ☐ 2
c. It is usually subsidized. ☐ 3
The annual subsidy is approximately $_____

9. What percentage (approximate) of the students who earned baccalaureates from your institution in the past five years studied abroad at some time during their undergraduate studies? Check the appropriate box.

a. None ☐ 0
b. Less than 10% ☐ 1
c. 10–25% ☐ 2
d. 26–50% ☐ 3
e. More than 50% ☐ 4

10. Are there any formal relationships between local business and your **undergraduate** foreign language and/or international studies programs, e.g., translation services, short courses or orientation for trade delegations co-op placements?

No ☐ Yes ☐

Note: If there are readily available brochures or materials describing these relationships, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

11. During the past 5 years (AY 1982/83–1986/87), has your institution received any grants or contracts for international studies from any of the agencies listed below? Include foreign language grants/contracts.

Source	No	Yes
a. Agency for International Development (AID)	1	2
b. National Endowment for the Humanities (NEH)	1	2
c. U.S. Department of Education	1	2
d. U.S. Department of State/U.S. Information Agency (USIA)	1	2
e. U.S. Department of Defense	1	2
f. Other federal agency	1	2
g. State government	1	2
h. Local government	1	2
i. Religious organization	1	2
j. Private foundation	1	2
k. Business firm	1	2
l. Individual donor	1	2
m. Other; specify. _____	1	2

NOTE: If there is readily available a listing of the specific grants and/or contracts, their purpose, duration, source, and amount, please send it under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

Please continue on next page.

12. Has your institution increased the following international activities and resources over the past five years (AY 1982/3–1986/7)? If your institution does not now have an item on the list, circle 0.

	None	In past 5 years— No Increase	Increase
Foreign language requirements			
a. for admission to undergraduate programs	0	1	2
b. for baccalaureate degrees	0	1	2
Number of			
c. non-Western languages taught	0	1	2
d. international courses offered	0	1	2
e. international majors offered	0	1	2
f. international minors offered	0	1	2
g. regularly enrolled foreign students	0	1	2
h. foreign nationals—not regularly enrolled —who are receiving technical training*	0	1	2
i. contracts for technical assistance service abroad*	0	1	2
j. new faculty hired who have international expertise	0	1	2
k. short term foreign visitors, lecturers, etc.	0	1	2
Opportunities for:			
l. students to study abroad	0	1	2
m. faculty to travel abroad	0	1	2
n. Integration of international materials into regular courses	0	1	2
o. Size of the international collection in your library	0	1	2
p. Formal linkages with institutions abroad*	0	1	2

***NOTE:** If you have any brochures or reports describing these programs, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

13. Indicate whether your institution has a **specially designated administrator** who is responsible for the international activities listed, and whether that person is budgeted full- or part-time to the international activities. Circle the appropriate number.

	No Administrator	Part-time	Full-time
a. Study abroad programs	0	1	2
b. Foreign student services (undergraduate)	0	1	2
c. Institutional linkages abroad	0	1	2
d. All foreign language instruction	0	1	2
e. General international studies curriculum	0	1	2
f. Overall coordination of all international education activities, **including** curriculum	0	1	2

14. What is the **undergraduate** student/faculty ratio at your institution in terms of full-time-equivalents (FTE)? Please give a rough estimate if a precise figure is not readily available.

_____ to 1

15. What percentage of the students completing a baccalaureate at your institution go on within 5 years to enroll for graduate or other postbaccalaureate study?

None	☐ 0
Less than 10%	☐ 1
10–25%	☐ 2
26–50%	☐ 3
More than 50%	☐ 4

Thank you for your cooperation.
Please return this form by July 31, 1987 to:

Higher Education Panel
American Council on Education
One Dupont Circle Suite 829
Washington, DC 20036

Please keep a copy of this questionnaire for your records.

Name of Respondent _____

Department/Office _____

Telephone ( ) _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 76

SURVEY OF UNDERGRADUATE INTERNATIONAL STUDIES, 1986–87

Two-Year Institutions

For the purposes of this study, international studies is defined to include:

1. Foreign language instruction
2. Internationally-oriented courses, majors, minors, certificate programs, e.g., a course on Third World development, a concentration in area studies, a major in international relations.
3. Study abroad programs
4. Foreign students and visitors
5. International holdings in the library
6. Formal linkages with institutions abroad.

When numbers of students, faculty, or funds are requested, please provide your best **estimate** if actual counts are not readily available.

---

1. **Admissions Requirements.** a. For 1986–87, did you have a foreign language **admission requirement** for entering freshmen? Do not consider "English as a second language" as a foreign language requirement.

(1) No ☐ If No, go to question 2.

(2) Yes, for **all** freshmen ☐

(3) Yes, but only for **some** freshmen; specify which. ☐ } If Yes, answer question 1b.

_____

1b. What were your admissions requirements? Check all that apply.

(1) 1 year high school instruction ☐ 1
(2) 2 years high school instruction ☐ 2
(3) Competence test ☐ 3
(4) Other; specify. ☐ 4

_____

Go to question 2.

---

2. **Degree Requirements.** a. For 1986–87, did you have foreign language requirements for the completion of an **associate degree** or **other formal award?**

(1) No language requirement ☐ Go to question 3.
(2) Yes, for **all associate degrees** ☐ Go to question 2b.
(3) Yes, for **some** associate degrees or other formal awards ☐ Go to question 2c.

2b. What were your foreign language requirements for **all associate degrees**? Check all that apply.

(1) 1–2 semester equivalents ☐ 1
(2) 3 or more semester equivalents ☐ 2
(3) Competence test. (Check only if a test is **required** for degree/award completions; do not check if it is used only as an option in lieu of instruction.) ☐ 3
(4) Other; specify. ☐ 4

_____

Go to question 3.

2c. What were your foreign language requirements for completing an associate degree or other formal award in the following majors/curriculums? Circle the appropriate numbers. Circle all that apply.

	No Major	No Requirement	1–2 Semester Equivalents	3 or more Semester Equivalents	Competence* Test	Other Language Requirement
(1) Arts and sciences or general programs	9	0	1	2	3	_____
(2) Data processing	9	0	1	2	3	_____
(3) Business	9	0	1	2	3	_____
(4) Engineering technology	9	0	1	2	3	_____
(5) Health sciences	9	0	1	2	3	_____

*Circle only if a competence test is **required** for degree/award completions; do not circle if it is used only as an option in lieu of instruction.

Please continue on the next page.

3. Indicate the international specialities in which your institution offers a **major** or **concentration**, the number of degrees/certificates awarded in 1986–87, and whether there is a foreign language requirement. Please estimate, if necessary.

International specialty	Majors/Concentrations Offered? No	Yes	No. Completed 1986–87	Language Requirement? No	Yes
a. Africa	1	2	_____	1	2
b. Middle East	1	2	_____	1	2
c. East Asia (Chinas, Korea, Japan)	1	2	_____	1	2
d. Southeast Asia (Burma to Philippines)	1	2	_____	1	2
e. South Asia (Pakistan, India, etc.)	1	2	_____	1	2
f. All of Asia, and/or the Pacific Rim	1	2	_____	1	2
g. Latin America	1	2	_____	1	2
h. Non-Western, Third World, etc.	1	2	_____	1	2
i. Eastern Europe	1	2	_____	1	2
j. Western Europe	1	2	_____	1	2
k. All of Europe	1	2	_____	1	2
l. International relations and international studies, general	1	2	_____	1	2
m. Comparative studies	1	2	_____	1	2
n. International trade/business	1	2	_____	1	2
o. Other; specify. _____	1	2	_____	1	2

4. Does your **General Education** curriculum for arts and sciences students **require** any of the courses listed below?

	No	Yes
a. Western history or civilization	1	2
b. World history, civilization, or comparative culture	1	2
c. Non-Western history, civilization or culture	1	2
d. Other "international" courses. Specify. _____	1	2
e. Distribution requirement that has a specifically international focus	1	2
f. Distribution requirement that includes some international courses	1	2
g. Study abroad	1	2

5. How many newspapers and periodicals that are published abroad does your library subscribe to? Check the appropriate box.

- a. None ☐ 0
- b. Less than 25 ☐ 1
- c. 25–50 ☐ 2
- d. 51–100 ☐ 3
- e. More than 100 ☐ 4

6. Does your institution have **consortial arrangements** with other postsecondary institutions that cover international programs?

- No ☐ Go to question 7.
- Yes ☐

If Yes, indicate the type of consortial arrangement by checking the appropriate boxes.

- a. Teaching foreign languages ☐ 1
- b. Teaching other international studies courses ☐ 2
- c. Faculty appointments in international studies ☐ 3
- d. Conducting study abroad programs ☐ 4
- e. Acquiring foreign books and periodicals (other than normal interlibrary loan activity) ☐ 5
- f. Maintaining a library collection for international studies other than OCLC (Online Computer Library Center) or RLG (Research Library Group) memberships ☐ 6
- g. International technical assistance ☐ 7
- h. Other; specify. _____
- i. Name of Consortium: _____

Please continue on next page.

7. **Study abroad.** Does your institution **operate** a study abroad and/or overseas internship program for which it gives academic credit?

No ☐ Go to question 9.
Yes ☐

If Yes, indicate the areas in which the program is operated and whether it is for the summer session, a term, (semester, quarter, etc.) or the full academic year. Circle all that apply.

Area	Summer Session	Term	Academic Year
a. England	1	2	3
b. France	1	2	3
c. West Germany	1	2	3
d. Spain	1	2	3
e. Other Western Europe	1	2	3
f. U.S.S.R.	1	2	3
g. Other Eastern Europe	1	2	3
h. Mexico	1	2	3
i. Brazil	1	2	3
j. Other Latin America	1	2	3
k. Israel	1	2	3
l. Other Mideast	1	2	3
m. Africa	1	2	3
n. East Asia (Chinas, Japan, Korea)	1	2	3
o. South Asia (India, Pakistan)	1	2	3

Note: If you have any brochures describing these study abroad programs and any reports showing the number of participants by country and field of study, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle,
Washington, DC 20036

8. Which of the following statements best describes the financial status of your study abroad program in the past five years?

a. The study abroad program usually breaks even. ☐ 1
b. It usually shows a surplus. ☐ 2
c. It is usually subsidized. ☐ 3
The annual subsidy is approximately $_____

9. What percentage (approximate) of the students who earned associate degrees or other formal awards from your institution in the past five years studied abroad at some time during their undergraduate studies? Check the appropriate box.

a. None ☐ 0
b. Less than 10% ☐ 1
c. 10–25% ☐ 2
d. 26–50% ☐ 3
e. More than 50% ☐ 4

10. Are there any formal relationships between local business and your foreign language and/or international studies programs, e.g., translation services, short courses or orientation for trade delegations co-op placements?

No ☐ Yes ☐

Note: If there are readily available brochures or materials describing these relationships, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

11. During the past 5 years (AY 1982/83–1986/87), has your institution received any grants or contracts for international studies from any of the agencies listed below? Include foreign language grants/contracts.

Source	No	Yes
a. Agency for International Development (AID)	1	2
b. National Endowment for the Humanities (NEH)	1	2
c. U.S. Department of Education	1	2
d. U.S. Department of State/U.S. Information Agency (USIA)	1	2
e. U.S. Department of Defense	1	2
f. Other federal agency	1	2
g. State government	1	2
h. Local government	1	2
i. Religious organization	1	2
j. Private foundation	1	2
k. Business firm	1	2
l. Individual donor	1	2
m. Other; specify. _____	1	2

Note: If there is readily available a listing of the specific grants and/or contracts, their purpose, duration, source, and amount, please send it under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

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Please continue on next page.

12. Has your institution increased the following international activities and resources over the past five years (AY 1982/3–1986/7)? If your institution does not now have an item on the list, circle 0.

	In past 5 years— None	No Increase	Increase
Foreign language requirements			
a. for admission	0	1	2
b. for associate degrees	0	1	2
Number of			
c. non-Western languages taught	0	1	2
d. international courses offered	0	1	2
e. international majors offered	0	1	2
f. international minors offered	0	1	2
g. regularly enrolled foreign students	0	1	2
h. foreign nationals—not regularly enrolled —who are receiving technical training*	0	1	2
i. contracts for technical assistance service abroad*	0	1	2
j. new faculty hired who have international expertise	0	1	2
k. short term foreign visitors, lecturers, etc.	0	1	2
Opportunities for:			
l. students to study abroad	0	1	2
m. faculty to travel abroad	0	1	2
n. Integration of international materials into regular courses	0	1	2
o. Size of the international collection in your library	0	1	2
p. Formal linkages with institutions abroad*	0	1	2

***Note:** If you have any brochures or reports describing these programs, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

13. Indicate whether your institution has a **specially designated administrator** who is responsible for the international activities listed, and whether that person is budgeted full- or part-time to the international activities. Circle the appropriate number.

	No Administrator	Part-time	Full-time
a. Study abroad programs	0	1	2
b. Foreign student services	0	1	2
c. Institutional linkages abroad	0	1	2
d. All foreign language instruction	0	1	2
e. General international studies curriculum	0	1	2
f. Overall coordination of all international education activities, **including** curriculum	0	1	2

14. What is the student/faculty ratio at your institution in terms of full-time-equivalents (FTE)? Please give a rough estimate if a precise figure is not readily available.

_____ to 1

15. What percentage of those completing a two-year program at your institution go on within 5 years to enroll at a 4-year institution?

- None ☐ 0
- Less than 10% ☐ 1
- 10–25% ☐ 2
- 26–50% ☐ 3
- More than 50% ☐ 4

Thank you for your cooperation.
Please return this form by July 31, 1987 to:

Higher Education Panel
American Council on Education
One Dupont Circle Suite 829
Washington, DC 20036

Please keep a copy of this questionnaire for your records.

Name of Respondent _____

Department/Office _____

Telephone ( ) _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 76

SURVEY OF UNDERGRADUATE INTERNATIONAL STUDIES

Questionnaire for Presidents/Chief Academic Officers

1. How important to the education of your students do you think the acquisition of a knowledge and understanding of international affairs is?

a. Very important	☐ 4	e. Not important	☐ 1
b. Moderately important	☐ 3	f. No opinion	☐ 0
c. Somewhat important	☐ 2		

2. Indicate how important you think the promotion of international knowledge and understanding is compared to the other educational objectives listed below. Circle the number of the response option closest to your opinion.

In comparison to the promotion of international knowledge and understanding—

a.	acquiring basic skills in mathematics is—	3. more important. 2. equally important. 1. less important.
b.	the ability to use English well is—	3. more important. 2. equally important. 1. less important.
c.	familiarity with natural sciences is—	3. more important. 2. equally important. 1. less important.
d.	computer literacy is—	3. more important. 2. equally important. 1. less important.
e.	knowledge of a foreign language is—	3. more important. 2. equally important. 1. less important.
f.	knowledge of American history is—	3. more important. 2. equally important. 1. less important.
g.	an understanding of economics is—	3. more important. 2. equally important. 1. less important.
h.	an understanding of the Western heritage is—	3. more important. 2. equally important. 1. less important.
i.	preparation for a job is—	3. more important. 2. equally important. 1. less important.

Please continue on the reverse side

3. If your institution were given a long-term commitment of an additional $100,000 per year to support international studies specifically, indicate your priorities for the activities listed below by allocating the total among them. Make sure the sum of your allocations totals $100,000.

Item		Amount
1.	Hire faculty with special international expertise	$ _____
2.	Hire additional faculty for foreign language instruction	_____
3.	Hire staff to build an administrative organization for international education	_____
4.	Provide support for faculty to work abroad	_____
5.	Develop new internationally-oriented courses	_____
6.	Sponsor international conferences, lectures, etc.	_____
7.	Increase the number of foreign students enrolled	_____
8.	Expand study abroad opportunities	_____
9.	Increase library's international collection	_____
10.	Increase number of foreign institutions with which this institution has linkages	_____
11.	Increase technical assistance activities	_____
	Total	$ 100,000

4. If you have any general comments on what should be done to improve international studies at the undergraduate level, please provide them here.

_____

_____

_____

_____

_____

Thank you for your cooperation.
Please return this form by July 31, 1987 to:

Higher Education Panel
American Council on Education
One Dupont Circle Suite 829
Washington, DC 20036

Please keep a copy of this questionnaire for your records.

Name of Respondent _____

Department/Office _____

Telephone ( ) _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

APPENDIX B: TECHNICAL NOTES

The Higher Education Panel (HEP) forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. The sample was drawn from the more than 3,200 colleges and universities listed in the *Education Directory, Colleges and Universities* published by the U.S. Department of Education's Center for Education Statistics. The Panel's stratification design is based primarily upon institution type, control, and size. For any given survey, either the entire Panel, a half-sample, or an appropriate sub-group is used.

The survey mechanism relies on a network of campus representatives at institutions whose presidents have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus official for response.

The sample for this study consisted of 541 institutions. From one half-sample the graduate-only institutions were removed, along with all of the "specialized" institutions—separately organized colleges of medicine, law, business, health sciences, fine arts, etc. To the remaining institutions in the half-sample were added the baccalaureate colleges of the other half-sample so that type of institution was especially well represented.

Three questionnaires were prepared (see Appendix A). A "data questionnaire" for four-year colleges and universities, a "data questionnaire" for two-year colleges, and an "opinion questionnaire" for all institutional presidents or chief academic officers. Most of the questions on the two "data questionnaires" were the same, relating to study abroad programs, specially designated administrators of international activities, recent changes, consortia, grants, contracts, and relations with local businesses. The questions that differed between the two-year and four-year institutions dealt with degree requirements and program offerings. Only one version of the "opinion questionnaire" was prepared. It was to be completed by presidents or academic officers of two- and four-year institutions alike.

Questionnaires—one "data questionnaire" and one "opinion questionnaire"—were mailed to each member of the sample on June 30, 1987. After mail and telephone follow-ups, 398 usable "data questionnaires" and 386 usable "opinion questionnaires" were received resulting in response rates of 74 percent and 71 percent, respectively.

Data from the responding institutions were weighted and adjusted for item and institutional nonresponse within each of the cells in the stratification design shown in Table B-1. Institutional weights were then applied to make the Panel data representative of the national population of 2,619 institutions.

Table B-2 compares survey respondents and nonrespondents on several variables. Response rates were greater than average among public four-year institutions—both universities and colleges. They were below average at two-year institutions, both public and private.

TABLE B-1—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents[a] Data	Respondents[a] Opinion
	Total		2,619	398	386
1	Large public doctorate-granting	[b]	103	45	43
2	Large private doctorate-granting	[b]	58	21	17
3	Large public comprehensive	[b]	92	38	39
4	Large private comprehensive	[b]	26	11	10
7	Large public two-year	[b]	43	13	12
8	Public comprehensive	5,500–8,999	56	15	14
9	Public comprehensive	<5,500	108	17	18
10	Private comprehensive	<9,000	126	14	14
11	Public baccalaureate	<9,000	127	38	35
12	Private baccalaureate	1,350 –8,999	166	40	41
13	Private baccalaureate	<1,350	446	57	58
17	Public two-year academic/comprehensive	6,000–8,999	55	13	13
18	Public two-year academic/comprehensive	4,000–5,999	72	13	13
19	Public two-year academic/comprehensive	2,000–3,999	155	17	17
20	Public two-year academic/comprehensive	<2,000	333	15	14
21	Private two-year academic/comprehensive	<9,000	129	6	6
22	Public two-year occupational	2,500–8,999	63	8	6
23	Public two-year occupational	<2,500	221	12	12
24	Private two-year occupational	<9,000	240	5	4

[a]Numbers in the "Data" column show the institutions that responded to the questionaire asking for specific data on international studies (requirements, programs, administrators, etc.). Numbers in the "Opinion" column show how many institutions responded to the questionnaire that asked for the opinion of the president or chief academic officer on the importance of international studies and the distribution of additional resources.

[b]Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

TABLE B-2—Comparison of Respondents and Nonrespondents to the Data Questionnaire, by Control and Type of Institution

Control and Type of Institution	Respondents (N = 398)	Nonrespondents (N = 143)	Response Rate
Total	100.0%	100.0%	73.6%
Control			
Public	61.3	54.5	75.8
Independent	38.7	45.5	70.3
Control and Type			
Public university	11.3	3.5	90.0
Independent university	5.3	5.6	72.4
Public comprehensive university or college	17.6	10.5	82.4
Independent comprehensive university or college	6.3	8.4	67.6
Public baccalaureate college	9.5	4.2	86.4
Independent baccalaureate college	24.3	21.7	75.8
Public two-year college	22.9	36.3	63.6
Independent two-year college	2.8	9.8	44.0

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